

# **Longitudinal Comparison of Community Survey Responses**

**Collin College**

**2009 - 2019**

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# Longitudinal Comparison of Community Survey Responses Collin College 2009 - 2019

## Executive Summary

This report summarizes results of the eleventh in an ongoing series of surveys designed to elicit information from adult residents of Collin County about their awareness and approval of Collin College. The most recent survey was administered during summer 2019, and it follows similar surveys periodically administered since 1996. Data from the 2019 administration are summarized in this report along with comparisons to past administrations. Each of the community surveys was administered to a random sample of at least 600 respondents producing population estimates with approximately 95% confidence plus or minus 4%.

The 2019 survey was administered through a combination of online and telephone outreach. A total of 641 Collin County adults responded to the 2019 survey.

Core findings from the 2019 administration of Collin College's Community Survey suggest that the College has been successful in its efforts to promulgate its message and a positive image within the Collin County community.

- Nearly 9 out of 10 (89%) adult Collin County residents manifested the highest levels of awareness of Collin College; i.e., they were familiar with one of the College's sites, or they or a family member had attended the College.
- Public approval of Collin College remains high among Collin County adults. These positive perceptions stand in stark contrast with the many negative public perceptions of government and governmental agencies regularly cited by the news media,
  - 81% agreed that Collin offers programs that meet the needs of the community.
  - 80% agreed that the College makes a valuable contribution to economic development.
  - 70% agreed that Collin College's tax dollars are dollars well spent.
  - 78% agreed that Collin College provides a high quality education.
  - 76% agreed that they would recommend Collin College to any friend or family member.

Two new sets of questions were included in the 2019 survey. One set focused on Collin College's strategic goal of creating a welcoming environment on each

campus. The second set of new items was developed to provide new information for the Public Relations Office to help guide its marketing efforts.

Section 5 in the report summarizes results from three new items that focused on who welcoming the environments on Collin College's campuses are for community members.

- A total of 80% of those who responded to the question "To what degree would you say that the campus offers a welcoming environment?" indicated that Collin's campuses are welcoming. About 17% indicated that the campus environment was neither welcoming nor unwelcoming. Only 11 of 641 respondents (less than 2%) indicated that they found Collin's campuses unwelcoming.
- When asked what it is about Collin's campus environments that made respondents feel about as they do, the largest group of responses focused on the College's pleasant and functional buildings and grounds (20%); the College's friendly and supportive professional staff (18%); generally positive perceptions, reputation, and word-of-mouth (17%); and the ease of access to and navigation on the campuses (16%).
- Respondents were also asked what Collin College could do to make its campuses more welcoming. The most frequent responses focused on expanding community outreach and engagement (19%); improving the appearance or functionality of campuses or buildings (17%); improving physical access to and navigation on the campuses (15%); better advertising and marketing (12%); and improve staff and faculty congeniality and communication (12%).

The final section of the report (6) before the appendices summarizes responses to five questions that the Public Relations Office wanted to include in the 2019 Community Survey to help them with marketing the College.

- "Do you have any middle school or high school children at home?": about a quarter of the respondents indicated that they did have middle school or high school children living at home.
- "Do you expect your middle or high school-age children to attend college?": 95% of respondent who had children of that age range living at home expect their children to attend college.
- "Do you expect your middle or high school-age children to attend a two-year or a four-year college?": 62% of respondents with middle or high school-age children in the home expect that their children will attend a four-year college, 12% expect them to attend a two-year college, and 26% were unsure.
- "How likely are you to encourage your children to attend Collin College?": 69% of respondents with middle or high school-age children at home indicated that they are "likely" or "very likely" to encourage their children to attend Collin College. Another 20% indicated that they are "unlikely" or "very unlikely" to encourage their children to attend Collin. The other 11% to 12%

of respondents didn't know whether or not they would encourage their middle or high school-age children to attend Collin College.

- “Why did you respond as you did?”: The greatest number of responses (25%) focused on financial reasons for encouraging their children to attend Collin. Another 17% indicated that their reasons for not encouraging their children to attend Collin focused on a preference for four-year institutions. There were two groups of responses on which 16% of the responses focused as reasons for encouraging children to attend Collin: 1) the College's positive reputation and 2) its easy proximity and access for Collin County residents. Another 13% of respondents indicated that they saw community college, in general, and Collin, specifically, as useful places for students to begin a postsecondary education or to fill in courses when their students can't get what they need at a four-year institution.
  
- To explore the depth of respondents' awareness of Collin College, one item invited respondents to identify as many as five Collin College instructional programs of which they were aware.
  - A total of 418 respondents (65%) declined or were unable to identify any instructional program of which they were aware.
  - Consistent with past surveys, Nursing was, by far, the most frequently identified instructional program (35%) by those who responded to this item.
  - Computer Science was the next most recognized programs with 22% of those identify any programs expressing awareness of this program.
  - Business-related programs were identified as excellent instructional programs by 18% of the respondents who identified any programs.
  - Four programs garnered recognition as excellent instructional programs by 10% to 13% of respondents who identified any programs: Visual & Performing Arts (13%), Public Safety Training (11%), Workforce/Trades (11%), and General Education/Core Courses (10%).
  - Only 3% of those who responded identified Continuing Education as an excellent instructional program of which they were aware.
  
- When asked what one thing Collin College could do to better serve respondents' needs, only 181 (28%) of the 641 respondents offered any suggestions.
  - The most frequent suggestions (18%) focused on improving marketing, advertising, or public relations to make more of the public aware of what the College offers the residents of Collin County.
  - Another 17% of the suggestions focused on offering more and better programs, courses, and majors.
  - A total of 21 respondents (12%) suggested improving or increasing Internet access.
  - About 10% suggested strengthening student support services and improving academic advising.

- Nine percent wanted more continuing education and adult or senior programs and courses.
- Another 9% wanted reduced or free tuition and fees.
- Eight percent wanted more campuses, better facilities, easier physical access to the campuses and buildings, or better transportation to and from the campuses.
- About 28% of the sample specifically indicated that there was nothing the College could do to better serve their needs. In some cases, these responses came because people felt that the College was already meeting their needs while, in other cases, the responses came because the College is peripheral to their lives and they have no needs that the College can address.

In the 2019 survey, the 641 respondents were asked about their participation in any Collin College events during the last year. A total of 81% (522) respondents identified no Collin College event in which they had participated during the prior year. A total of 180 responses identified Collin events or types of events in which respondents had participated in the year prior to the survey.

- The largest group (27 respondents) that identified a specific event indicated that they had participated in a lecture, seminar, workshop, or conference.
- Another 23 respondents indicated that they had taken classes at Collin during the prior year.
- A total of 18 respondents indicated that they had voted at a Collin College locations.
- 16 had participated in a community service or outreach event.
- 13 had participated in a musical performance.
- 12 had participated in some kind of festival or celebration.
- 10 participated in some type of sporting event.
- 10 participated in a theatrical performance.



# **Longitudinal Comparison of Community Survey Responses Collin College 2009 - 2019**

## **Introduction**

This report summarizes results from the eleventh in an ongoing series of community surveys designed to elicit feedback from adult residents (18 years of age and older) of Collin County about their awareness and approval of Collin College. The most recent survey was administered during summer 2019, and it follows similar surveys periodically administered since 1996. In addition to summarizing the 2019 Community Survey data, this report provides comparisons to prior surveys.

The survey produces population estimates with approximately 95% confidence plus or minus 4%. Clarus Corporation, a national research firm that specializes in community college survey research, administered the 2019 survey and received a total of 641 responses.

The survey was designed around two subscales: one measuring awareness of and the other measuring approval of Collin College. Five items contributed to the measurement of awareness reported on a five-point scale ranging from 0 to 4 where level 0 signified respondents who were completely unaware of the College, level 1 signified respondents who recognized the College's name when they heard it, level 2 signified respondents who were familiar enough with the College to identify it without any prompting, level 3 signified respondents who were familiar with at least one Collin College campus/site, and level 4 signified respondents who had attended or had a family member who had attend the College.

The survey included six items to measure approval of Collin College. These six items were designed to be combined into a single approval measure with a mean of zero, with lower (negative) values signifying less approval, and with higher (positive) values signify greater approval.

Additional items were posed beyond those associated with awareness and approval. Three items administered for the first time were tied to Collin College's strategic plan in an attempt to elicit feedback from community members about their perceptions of the degree to which Collin College's campuses foster a welcoming environment.

To help the College focus its limited advertising resources, several items focused on how respondents had contact with Collin College over the six months prior to the survey, which media people use for daily news and entertainment, and the degree to which and the reasons they might be inclined to send their middle school or high school aged children to Collin College.

There was also interest in discovering the depth of people's awareness of Collin College by asking them to identify specific instructional programs of which they were aware. They were also asked to identify one thing that the College could do to better serve their needs.

Finally, a series of demographic questions facilitated assessment of how representative the sample was of the overall adult population and whether or not there were meaningful differences in awareness and approval of the College among various population subgroups. In a strict sense, the sample was not large enough to make reliable generalizations about population subgroups within the parameters established for the survey. To interview a sample sufficiently large to allow generalizations of 95% confidence plus or minus 4% to population subgroups would be prohibitively expensive. Still, it was important to get a sense of the representativeness of the sample and differences among population subgroups given the available data.

A few caveats related to survey administration over the years should be noted. First, the 2011 sample included a disproportionately large share of older Collin County residents and a disproportionately small share of younger adults. It was concluded that this shift had been gradual and was probably due to the survey's exclusive dependence on traditional telephone lines for survey administration. It was also concluded that this shift may have created a degree of bias that made some aspects of the sample unrepresentative of the overall adult population in the County. Thus, beginning in 2013, vendors were required to use a combination of traditional and mobile telephone lines to ensure a more representative sample. Consequently, the proportion of older residents decreased in 2013 and the proportion of younger adults increased. In essence, the 2013 survey amounted to a recalibration establishing a new base that is probably more realistic, but may not be directly comparable to prior surveys with regard to some items.

In 2013, the vendor that drew the sample and administered the survey inexplicably and drastically oversampled Farmersville. In all administrations of the survey, 2013 included, vendors were asked to ensure random, but reasonably proportional, representation from Allen, Frisco, McKinney, and Plano and, then, to ensure a random representation from the rest of the County. In past surveys, responses from "other communities" came from a variety of smaller communities within the County. In 2013, Farmersville was the only smaller Collin County community captured in the sample. Responses from Farmersville outnumbered those from Frisco, or Wylie, or the segments of Dallas or Richardson within Collin County. Farmersville, at the

time, comprised about 0.4% of Collin County's population, but made up 10% of the sample. There was clearly a problem with sample selection in relation to Farmersville and other smaller Collin County communities. In general, this deviation from past samples does not appear to have resulted in any particular bias with one notable exception. In response to the question about what the College could do to improve its service, there was a large increase in the number of responses focused on building a campus in Farmersville.

In the 2015 administration of the survey, there were several vendor-related caveats that should be identified. First, the vendor inadvertently omitted one of the six approval items from the survey. Second, the vendor decided to group open-ended responses into limited set of designated categories at the time of data collection. Consequently, the level of detail normally associated with the analysis of open-ended responses was unavailable with the 2015 data set. Third, while no data were provided by the vendor to indicate what proportion of the responses came via traditional vs. mobile telephone lines, the fact that the average age of respondents to the 2015 survey increased sharply suggests that the majority of respondents were contacted via traditional telephone lines. Thus, the 2015 sample was probably less representative of the overall adult population than was the 2013 survey.

Finally, to ensure better representation of Collin County's adult population, beginning with the 2017 survey, a new hybrid methodology was adopted. Survey administration began with the use of an online panel carefully selected and screened to meet specific criteria to ensure that respondents were representative of the adult population in Collin County. The online panel was followed by telephone interviews (both land line and cellular lines), again, meeting specific criteria to ensure representativeness. With the decrease in land line telephones and with an increasing in the number of people preferring not to respond to surveys on cell phones, most contemporary, professional surveys now are administered using some combination of online, land line telephones, and cellular phones to ensure that responses are representative of the populations of interest.



## Section 1. Awareness of Collin College: 2009 through 2019 Trends

Table 1-A shows a substantial decline in the proportion of respondents who, without any prompting, reflected awareness of Collin College. When asked, “What college first comes to mind when you think about colleges that serve residents of your area,” 47% answered with some variant of “Collin College” without prompting of any kind from the survey administrator.

This is down substantially what was observed in 2013 when 60% of respondents, without any prompting, identified Collin as a college that serves residents of their area. It also breaks the trend over the prior five administrations of the Community Survey of increasing unaided awareness of the College.

It is difficult to believe that there was such a decrease in awareness of the College over such a short period of time in the general population. This, and a number of other issues that will be pointed out later in this report suggest some problems with the vendor’s sampling methodology in 2015.

**Table 1-A. Institutions Identified by Respondents Based on Unaided Recall of Area Post-Secondary Institutions**

| Institution             | Year Survey Was Administered |        |        |        |        |        |
|-------------------------|------------------------------|--------|--------|--------|--------|--------|
|                         | 2009                         | 2011   | 2013   | 2015   | 2017   | 2019   |
| Amberton U              | 0.2%                         | 0.0%   | 0.2%   | 0.2%   | 0.0%   | 0.0%   |
| Brookhaven              | 0.5%                         | 0.0%   | 0.3%   | 0.7%   | 0.0%   | 0.3%   |
| Collin                  | 45.6%                        | 57.0%  | 60.3%  | 46.5%  | 53.9%  | 52.9%  |
| Dallas Baptist U        | 0.2%                         | 0.0%   | 0.3%   | 0.0%   | 0.0%   | 0.0%   |
| DCCCD                   | 0.0%                         | 0.3%   | 0.2%   | 0.8%   | 0.2%   | 0.0%   |
| DeVry                   | 0.0%                         | 0.0%   | 0.2%   | 0.0%   | 0.0%   | 0.2%   |
| Richland                | 0.3%                         | 0.5%   | 0.2%   | 0.8%   | 0.0%   | 0.2%   |
| SMU                     | 9.3%                         | 4.2%   | 2.7%   | 9.8%   | 7.7%   | 3.7%   |
| TWU                     | 0.5%                         | 0.5%   | 0.2%   | 1.5%   | 0.5%   | 0.2%   |
| UNT                     | 10.5%                        | 7.5%   | 4.5%   | 9.0%   | 6.6%   | 6.9%   |
| UT-Dallas               | 15.0%                        | 15.3%  | 13.8%  | 14.7%  | 11.5%  | 11.9%  |
| U of Phoenix            | 0.2%                         | 0.3%   | 0.2%   | 0.0%   | 0.0%   | 0.0%   |
| Other                   | 10.8%                        | 8.5%   | 8.5%   | 10.7%  | 10.9%  | 14.8%  |
| No College Came to Mind | 6.8%                         | 5.8%   | 8.5%   | 5.3%   | 8.7%   | 8.9%   |
| Total                   | 100.0%                       | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Once the new hybrid methodology was adopted in 2017 and 2019, the proportion of respondents identifying Collin College without aid from an interviewer appears to have stabilized at just over 50%. People tend to recall the things that are most familiar to them—such as their own alma mater or universities that tend to benefit from greater visibility than do community colleges. So there should be no surprise that the response was not higher. Remarkably, with unaided recall, 2019 respondents in Collin County identified Collin at more than four times the rate at

which they identified UT-Dallas, the next most familiar institution, and at a higher rate than all other post-secondary institutions combined.

**Table 1-B. Respondents’ Familiarity with Collin College after Having Been Prompted (Ever Heard of Collin College/Collin County Community College)**

| Response              | Year Survey Was Administered |        |        |        |        |        |
|-----------------------|------------------------------|--------|--------|--------|--------|--------|
|                       | 2009                         | 2011   | 2013   | 2015   | 2017   | 2019   |
| <b>Collin College</b> |                              |        |        |        |        |        |
| No                    | 14.7%                        | 7.5%   | 3.8%   | 21.2%  | 3.7%   | 4.1%   |
| Yes                   | 85.3%                        | 92.5%  | 96.2%  | 78.8%  | 96.3%  | 95.9%  |
| Total                 | 100.0%                       | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Together, tables 1-A and 1-B are based on responses to a sequence of two questions:

1. “What college first comes to mind when you think about colleges that serve residents of your area?”
2. “Have you ever heard of Collin College or Collin County Community College?”

When respondents mentioned neither Collin College nor Collin County Community College in their responses to question 1, they were asked question 2. Table 1-B reflects responses after the survey administrators asked question 2. The fact that essentially all Collin County’s adult population is aware of the College suggests definite success in the College’s efforts to make people aware of its presence.

**Table 1-C. Previous Enrollment at Collin College by Respondent or Immediate Family Member**

| Response | Year Survey Was Administered |        |        |        |        |        |
|----------|------------------------------|--------|--------|--------|--------|--------|
|          | 2009                         | 2011   | 2013   | 2015   | 2017   | 2019   |
| No       | 46.3%                        | 51.3%  | 48.1%  | 48.1%  | 49.5%  | 48.1%  |
| Yes      | 53.7%                        | 48.7%  | 51.9%  | 51.9%  | 50.5%  | 51.9%  |
| Total    | 100.0%                       | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Table 1-C further confirms Collin College’s penetration into the community. Over half the adult population indicated having enrolled or having a family member who has enrolled at the College at some point in time.

In 2019, Table 1-D suggests that only about 8% of adult Collin County residents were unfamiliar with any of the College’s instructional sites. With the growing number of students enrolling in Collin College’s online instruction, instructional modality was added to the list in 2017. While 2019’s 8% was not substantially different from the 2017 response, it still represents the lowest rate of unfamiliarity with any Collin College campus or instructional site in at least the last ten years.

**Table 1-D. Familiarity with Collin College Campuses/Sites for Respondents Familiar with the College**

| Instructional Site        | Year Survey Was Administered |        |        |        |        |        |
|---------------------------|------------------------------|--------|--------|--------|--------|--------|
|                           | 2009                         | 2011   | 2013   | 2015   | 2017   | 2019   |
| CHEC                      | 1.0%                         | 1.8%   | 6.1%   | 5.2%   | 1.9%   | 1.6%   |
| Courtyard                 | 8.1%                         | 7.4%   | 6.6%   | 9.0%   | 10.2%  | 2.3%   |
| Frisco                    | 13.0%                        | 13.1%  | 12.0%  | 15.0%  | 14.2%  | 15.1%  |
| McKinney                  | 17.0%                        | 20.1%  | 16.2%  | 14.5%  | 21.4%  | 22.3%  |
| Plano                     | 49.9%                        | 46.4%  | 44.3%  | 40.9%  | 41.6%  | 44.9%  |
| Allen Center              | na                           | 1.3%   | 1.0%   | 1.0%   | 1.1%   | 3.7%   |
| Rockwall Center           | 0.3%                         | 0.3%   | 0.2%   | 0.2%   | 0.2%   | 0.2%   |
| Online                    | na                           | na     | na     | na     | 0.6%   | 1.8%   |
| Unfamiliar with Any Sites | 10.6%                        | 9.3%   | 13.6%  | 14.2%  | 8.8%   | 8.1%   |
| Total                     | 100.0%                       | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

A single five-level awareness scale was created using data generated by responses to multiple items. Table 1-E shows that essentially half of all respondents demonstrated the highest level of awareness of Collin College. This has remained fairly stable over the last decade, though it is slightly higher than the levels reported in 2009 and 2011. There was a jump in the percentage of respondents indicating total lack of awareness of the College in 2017 and slightly more in 2019, but that is probably more a reflection of the change in survey methodology that captures a more representative reflection of the population perceptions. Even with the slight increase in level 0, that still means that fewer than four Collin County adults are completely unfamiliar with Collin College.

**Table 1-E. Respondents' Highest Awareness Level of Collin by Survey Year**

| Highest Awareness Level                     | Year Survey Was Administered |        |        |        |        |        |
|---|------------------------------|--------|--------|--------|--------|--------|
|   | 2009                         | 2011   | 2013   | 2015   | 2017   | 2019   |
| Level 0: R Was Totally Unaware of Collin    | 1.0%                         | 1.5%   | 4.0%   | 1.0%   | 3.7%   | 4.1%   |
| Level 1: R Recognized Collin Name           | 0.0%                         | 7.2%   | 8.2%   | 7.8%   | 5.8%   | 5.8%   |
| Level 2: Collin Came to Mind Unaided        | 0.3%                         | 3.0%   | 3.5%   | 3.2%   | 1.7%   | 1.7%   |
| Level 3: R Was Familiar with a Collin Site  | 53.0%                        | 41.3%  | 34.7%  | 36.7%  | 38.2%  | 38.7%  |
| Level 4: R or Family Member Attended Collin | 45.8%                        | 48.5%  | 49.7%  | 51.3%  | 50.5%  | 49.8%  |
| Total                                       | 100.0%                       | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Based on data in table 1-F, the College's message appears to be getting out. The likelihood is less than a 1 in 1,000 of obtaining a Chi-Square value of 130 by chance from this combination of variables and sample size.

**Table 1-F. Actual (Observed) and Expected Values of Respondents’ Levels of Awareness of Collin by Survey Year**

| Awareness Level                             |          | Year Survey Was Administered |       |       |       |       |       |
|---|----------|------------------------------|-------|-------|-------|-------|-------|
|   |          | 2009                         | 2011  | 2013  | 2015  | 2017  | 2019  |
| Level 0: R Was Totally Unaware of Collin    | Observed | 6                            | 9     | 24    | 6     | 24    | 26    |
|   | Expected | 15.4                         | 15.4  | 15.4  | 15.4  | 16.8  | 16.5  |
| Level 1: R Recognized Collin Name           | Observed | 1                            | 34    | 49    | 47    | 38    | 37    |
|   | Expected | 33.5                         | 33.5  | 33.5  | 33.5  | 36.3  | 35.8  |
| Level 2: Collin Came to Mind Unaided        | Observed | 0                            | 18    | 21    | 19    | 11    | 11    |
|   | Expected | 13.0                         | 13.0  | 13.0  | 13.0  | 14.1  | 13.9  |
| Level 3: R Was Familiar with a Collin Site  | Observed | 318                          | 248   | 208   | 220   | 249   | 248   |
|   | Expected | 242.3                        | 242.3 | 242.3 | 242.3 | 262.9 | 258.9 |
| Level 4: R or Family Member Attended Collin | Observed | 275                          | 291   | 298   | 308   | 329   | 319   |
|   | Expected | 295.8                        | 295.8 | 295.8 | 295.8 | 320.9 | 316.0 |

Chi-Square = 130.0, df = 20, p < .001

Over the past four administrations of the Community Survey, the observed numbers of adult Collin County residents who reported awareness level 4 were greater than what would have been expected if awareness were randomly distributed. During the same period, the number of residents reporting awareness level 3 was less than expected, probably because such a high proportion of respondents were at level 4. In 2019, the numbers adult Collin County residents reporting awareness levels 1 and 2 were higher than expected, but very small.

A total of 615 of 641 respondents answered the question, “How did you learn about or come in contact with Collin College in the last six months?” (Table 1-G.) They provided 1,111 responses. A total of 162 (25%) respondents indicated no contact with Collin College in the past six months, while 453 (71%) recalled some specific contact with Collin College. In identifying specific forms of contact with the College, the greatest number of respondents (about one-third) had contact with the College through it mailed College newsletters. About one-in-five respondents recalled having received class schedules. Since the only class schedule that the College still mails to County residents is the Continuing Education class schedule, it is safe to assume that this is the mailing to which respondents referred when they recalled a “class schedule.” Other respondents recalled having received College post cards in the mail (12%), having seen community magazine ads (11%), or having visited the College’s Web site (11%). Fewer (6% to 10%) recalled news stories (6%), having enrolled in one or more classes (6%), having attended on-campus events (9%), having seen movie theater ads (6%), and having seen references to Collin College on Facebook (9%). From 1% to 5% of respondents recalled having had contact with Collin College through off-campus events (3%), LinkedIn (3%), Instagram (3%), Twitter (3%), and YouTube (5%).

If the survey is representative of the County’s adult population, then these percentages are consistent with past surveys’ “good news-bad news” findings. It is



bad news in that at just about one-quarter of the adult population recalled no form of contact with the College over the six months prior to the survey. It is good news in that nearly three-quarters of the adult population acknowledged having had some kind of contact with the College, however minimal. On the whole, the suggestion that three-quarters of the adult population recalls some kind of contact with the College during any given six-month period seems positive.

**Table 1-G. How Respondents Learned about or Had Contact with Collin College within the Last Six Months (prior to August 2019)**

| Type of Contact        | Number of Responses | % of Respondents |
|------------------------|---------------------|------------------|
| College Newsletter     | 202                 | 32%              |
| Class Schedule         | 132                 | 21%              |
| College Post Card      | 77                  | 12%              |
| Magazine Ads           | 70                  | 11%              |
| News Story             | 38                  | 6%               |
| Enrolled in Class      | 40                  | 6%               |
| On-Campus Event        | 55                  | 9%               |
| Movie Theater Ads      | 35                  | 6%               |
| College Web Site       | 67                  | 11%              |
| Off-Campus Event       | 18                  | 3%               |
| Facebook               | 56                  | 9%               |
| LinkedIn               | 17                  | 3%               |
| Instagram              | 21                  | 3%               |
| Twitter                | 20                  | 3%               |
| YouTube                | 29                  | 5%               |
| Other (See Appendix B) | 72                  | 11%              |
| No Contact             | 162                 | 25%              |
| Did Not Respond        | 26                  | 4%               |

Note: The percentages in Table 1-G do not sum to 100 because some respondents had contact with Collin College through more than one medium.

Only 72 of the respondents (11%) in Table 1-G cited sources of contact with Collin College other than the 15 that were specifically designated by the Public Relations Office. Most of frequent “other” responses indicated that respondents (21) had encountered some form of advertising, marketing, or other mass media from the College. In reality, that is probably just another way of identifying response options that were included in Table 1-G, but the respondents did not recognize it as such. Another large group of respondents (19) who cited “other sources of contact” referred to visual contact in the form of living near or driving by a campus. This response underscores the value of maintaining attractive and appealing campuses that serve as community resources whether or not residents are enrolled as students. Another fairly large group of respondents (20) who cited “other sources of contact” referred to having heard word of mouth from family members, friends, or other trusted sources who worked at or enrolled at Collin College. The latter finding underscores the importance of the “Director of First Impressions” campaign intended to leave people who come onto the College’s campuses with a positive impression of it.

As a means to explore the depth of their awareness of Collin College, respondents were given an opportunity to identify as many as three specific Collin College instructional programs of which they were aware which they regarded as having excellent quality. A detailed breakdown of the responses appears in Appendix B, but Table 1-H provides an overall summary of the responses.

A total of 223 of the 641 respondents answered this question. So, nearly 2 out of 3 respondents (65%) either were unable or declined to identify any “excellent” Collin College instructional programs with which they were familiar. In most cases, when respondents have the information requested, they tend to respond. Thus, the large preponderance of nonresponses probably should be interpreted as a lack of awareness of any specific programs that Collin College offers despite broad community awareness of the College in a general sense. This, in turn, suggests that despite the high levels of general awareness of the College, there is work to do to make the adult population aware of programs the College offers and their quality.

**Table 1-H. Awareness of Specific “Excellent” Collin College Programs<sup>1</sup>**

|                             | Discipline                     | Number of Responses | % of Responses      |
|-----------------------------|--------------------------------|---------------------|---------------------|
| 1                           | Nursing                        | 77                  | 35%                 |
| 2                           | Computer Science               | 50                  | 22%                 |
| 3                           | Business/Insurance/Real Estate | 40                  | 18%                 |
| 4                           | Visual & Performing Arts       | 29                  | 13%                 |
| 5                           | Public Safety Training         | 25                  | 11%                 |
| 6                           | Workforce/Trades Programs      | 25                  | 11%                 |
| 7                           | General Education/Core Courses | 22                  | 10%                 |
| 8                           | Health Sciences                | 21                  | 9%                  |
| 9                           | Education                      | 19                  | 9%                  |
| 10                          | Math                           | 12                  | 5%                  |
| 11                          | Dental Hygiene                 | 9                   | 4%                  |
| 12                          | Continuing Education           | 7                   | 3%                  |
| 13                          | High School Dual Credit        | 7                   | 3%                  |
| 14                          | Culinary Arts                  | 6                   | 3%                  |
| 15                          | English                        | 6                   | 3%                  |
| 16                          | Languages & ESL                | 6                   | 3%                  |
| 17                          | Associate’s Degree             | 5                   | 2%                  |
| 18                          | College Prep/Remedial          | 5                   | 2%                  |
| 19                          | Sciences                       | 5                   | 2%                  |
| 20                          | Transfer                       | 5                   | 2%                  |
| Total Number that Responded |                                | 223                 | 35% of Total Sample |

Note: The percentages in Table 1-I sum to more than 100% because each respondent was invited to identify as many as three instructional programs.

<sup>1</sup>Includes programs that were identified by at least five respondents.

In general, as has been the case with prior administrations of the Community Survey, Nursing was, by far, the program which the adult residents of Collin County most frequently identified. Seventy-seven respondents, just over one-third of those who responded to this item, identified Nursing as a program with which they were familiar. Another 50 respondents identified Computer Science. Business-related programs were identified as excellent Collin programs by another 40 (18%) respondents.

It is worth noting, in Table 1-G, that 21% of respondents recalled having received a class schedule in the mail during the six months prior to the survey. It also was noted, above, that only the only class schedules Collin College continues to mail to County residents is the Continuing Education class schedule. In Table 1-H, only 35% of respondents identified any specific College's instructional programs, and only 7 respondents (3% of the total sample) identified Continuing Education as one of the College's "excellent" instructional programs. This suggests that while respondents may recall having received or seen a class schedule from the College, they are not spending enough time with it to come away with an impression of Continuing Education as an "excellent" instructional program or even to become aware that it is a Continuing Education class schedule.

One item asked respondents to identify something that Collin College could do to better serve their needs. A total of 282 respondents to the question offered 181 suggestions that were classified into 14 broad categories. (Table 1-I). The numbers in Table 1-I represent the frequencies and percentages with which responses fell into the broad categories. A total of 101 respondents to this prompt indicated that they saw no additional needs that Collin College could fulfill.

Of the 181 respondents who offered suggestions, 18% wanted the College to improve its marketing, advertising, and public relations to more effectively make the public aware of what the College has to offer. Another 18% wanted more programs and majors for students to choose from. An additional 12% focused on improving online access to instruction, registration, and student support services. A total of 10% expressed interest in having the College improve its student support services and academic advising. Nine percent of respondents were primarily interested in lower tuition; another 9% focused in improving access (more campuses, better facilities, better transportation); and an additional 9% focused on increasing continuing education and senior education opportunities. Other responses were in the single digits and are available in the table, below.

There have been a couple of compelling changes over time in the way people respond to this prompt. In the past, there were relatively numerous comments indicating that respondents wanted Collin College to become a four-year institution. And, one could expect roughly 30 responses focused on economic issues such as high tuition, financial aid, and taxes. Now that Collin offers a few four-year programs, the number of responses related to four-year status virtually disappeared

in 2019. Just a few respondents expressed interest in Collin offering more four-year programs and doing a better job of facilitating transfer to other four-year institutions, but the numbers of these types of responses were quite small (6). The other response that appears to have declined in import relates to economic issues such as reducing tuition, increasing financial aid, or decreasing taxes. In 2019, the number of concerns expressed about economic issued was around half that. Perhaps the College’s efforts to make people aware of the value they receive from Collin College is having an impact on people’s perceptions.

**Table 1-I. One Thing that Collin College Could Do to Better Serve Your Needs**

| Response Category  | Number of Responses | % of Responses |
|--|---------------------|----------------|
| Improve Marketing/Advertising/PR                               | 32                  | 18%            |
| More Programs/Courses/Majors                                   | 31                  | 17%            |
| Improve/Increase Internet Access                               | 21                  | 12%            |
| Strengthen Student Support Services/Improve Academic Advising  | 18                  | 10%            |
| More Continuing Education/Adult/Senior Programs and Courses    | 17                  | 9%             |
| Reduce Tuition/Free Tuition                                    | 17                  | 9%             |
| More Campuses/Better Facilities/Physical Access/Transportation | 14                  | 8%             |
| Increase Community Outreach                                    | 7                   | 4%             |
| Offer More Four-Year Programs/Better Transfer Facilitation     | 6                   | 3%             |
| Strengthen Instructional Quality                               | 5                   | 3%             |
| Expressions of General Dissatisfaction                         | 5                   | 3%             |
| Lower Taxes  | 3                   | 2%             |
| More High School Dual Credit                                   | 3                   | 2%             |
| Be Less Liberal  | 2                   | 1%             |
| Total Suggestions  | 181                 | 28% of Sample  |
| No Additional Needs  | 101                 | 16% of Sample  |
| Total Number that Responded                                    | 282                 | 44% of Sample  |

Collin College’s Public Relations Office (PR) wanted to know which information and entertainment media that County’s adults use most regularly. Such information may allow PR to target sources that are more frequently used. Table 1-J indicates that medium with which Collin County adults more frequently interacted during the month prior to the survey was email (86%). Eight of every ten Collin County adults used text messaging during that time period. Nearly three-quarters of Collin County adults listened to local radio stations while driving their automobiles, and about the same proportion interacted with apps on mobile phones. Nearly as many logged into social networking sites (72%). Nearly two-thirds use their mobile phones to conduct online searches for information, 65% streamed a movie at home, 62%

watched cable TV, 61% watched one or more local television stations, while over half listened to streaming radio, downloaded an app to a mobile device, and went online for local or national news. Exactly half attended a local movie theater during the month prior to the survey,

**Table 1-J. Respondents’ Interactions with Information & Entertainment Media over Last Month**

| Type of Media  | Number of Respondents | % of Responses |
|--|-----------------------|----------------|
| Read Email   | 549                   | 86%            |
| Read a Text Message on a Mobile Phone                          | 515                   | 80%            |
| Listened to Local Radio Station in Car                         | 475                   | 74%            |
| Used an App on a Mobile Phone                                  | 475                   | 74%            |
| Logged into a Social Network (e.g., Facebook, Instagram, etc.) | 460                   | 72%            |
| Did an Online Search for Information Using a Mobile Phone      | 420                   | 66%            |
| Streamed Movie at Home Online (e.g., Netflix, Hulu, etc.)      | 416                   | 65%            |
| Watched TV Program on a Cable Network                          | 394                   | 62%            |
| Watched Local Television Station for Local or State News       | 391                   | 61%            |
| Listened to Streaming Radio (e.g., Pandora, Spotifay, etc.)    | 356                   | 56%            |
| Downloaded an App to a Mobile Device                           | 335                   | 52%            |
| Went Online to Get Local and National News                     | 328                   | 51%            |
| Went to Movie at Local Theater                                 | 318                   | 50%            |
| Watched Live Sporting Event on Television                      | 284                   | 44%            |
| Read Paper Copy of a Magazine                                  | 230                   | 36%            |
| Viewed an Ad that Popped up on a Mobile Phone                  | 197                   | 31%            |
| Read Paper Copy of a Local Newspaper                           | 179                   | 28%            |
| Visited a Local Newspaper's Website                            | 148                   | 23%            |

Note: The percentages in Table 1-H do not sum to 100 because some respondents identified more than one media source.

Social media appear to be evolving into increasingly important sources of daily information and social interaction. Just seven years ago, in the 2013 Community Survey, 15% of respondents cited social media as a source for keeping up with things. While the question has evolved somewhat over time, it is, nonetheless, astonishing to see that, in 2019, nearly three-quarters of respondents used social media during the month prior to the survey, which suggests some degree of regularity in social media usage.

At the request of Collin’s Public Relations Office, a new item was added to the survey in 2019 asking respondents if they had attended any events at Collin College during the last year. The responses to this item are summarized in Table 1-K. Respondents were invited to identify up to three events in which they had participated at Collin College during the past year. Of the 641 survey respondents, 522 (81%) identified no events in which they had participated at Collin College during the past year. The 119 respondents who did identify at least one event at Collin College in which they had participated during that past year identified a total of 180 events. Responses were summarized into categories for purposes of in this report.

**Table 1-K. Respondents' Participation in Events at Collin College in the Last Year**

| Responses                                 | Number of Responses | % of 180 Responses | % of 641 Respondents |
|---|---------------------|--------------------|----------------------|
| Lecture, Seminar, Workshop, or Conference | 27                  | 15%                | 4%                   |
| Classes                                   | 23                  | 13%                | 4%                   |
| Voting                                    | 18                  | 10%                | 3%                   |
| Community Service/Outreach Event          | 16                  | 9%                 | 2%                   |
| Musical Performance                       | 13                  | 7%                 | 2%                   |
| Collin Festival, Celebration, or Event    | 12                  | 7%                 | 2%                   |
| Sporting Event                            | 10                  | 6%                 | 2%                   |
| Theater Performance                       | 10                  | 6%                 | 2%                   |
| Collin Orientation, Tour, or Open House   | 5                   | 3%                 | 1%                   |
| Employment Fair                           | 5                   | 3%                 | 1%                   |
| Employer Meeting                          | 3                   | 2%                 | 0%                   |
| Dance Performance                         | 2                   | 1%                 | 0%                   |
| Meet Friends or Family                    | 2                   | 1%                 | 0%                   |
| Meetings                                  | 2                   | 1%                 | 0%                   |
| Nursing graduation                        | 2                   | 1%                 | 0%                   |
| Student Games                             | 2                   | 1%                 | 0%                   |
| Other                                     | 28                  | 16%                | 4%                   |
| Total                                     | 180                 | 100%               | 29%                  |
| No Event Identified                       | 522                 |                    | 81%                  |

Participation in lectures, seminars, workshops, or conferences brought the greatest number of survey respondents to Collin College. Attending classes was the next most frequent response followed by voting. No other Collin College activity or event attracted at least 10% of the responses or at least 3% of all respondents.

These results suggest tremendous opportunity for Collin College to identify new ways to engage county residents on its campuses. Considering together the facts that voting attracts the third highest number of residents to Collin campuses and the that people who visit Collin College to vote reported high approval of Collin College suggests that the College may benefit from exploring additional avenues to attract Collin County residents to its campuses in ways that are incidental to the College's primary mission and in ways that are part of residents' regular flows of life.

## Section 2. Approval of Collin College: 2009 through 2019 Trends

Over the five prior administrations of the survey, six items were used to assess respondents' approval or disapproval of Collin College. Using principle components analysis, results from the approval items were mathematically combined into a single composite approval scale based on factor scores generated in the analysis (see narrative associated with Table 2-G).

In prior years, the scale was designed with the low value (1) as the most positive response (respondents strongly agree with statements about Collin College) and high value (5) as the most negative (respondents strongly disagree with statements about Collin College). Consequently, lower ratings reflect more positive views of Collin College. This applies to the six original items and to the derived composite score. Since that scale is counterintuitive, the Institutional Research Office worked with the vendor that administered the survey in 2019 to "flip" the scale to make it more intuitive where a lower score reflects less approval and a higher score reflects high approval of Collin College. Data from past survey administrations were inverted to make them consistent with the 2019 data.

Tables 2-A through 2-F summarize responses to each of the six approval items included in the survey over the past several years. In general, responses that sought to measure public approval of the College trended lower from 2009 through 2013 corresponding to an increased use of cell phone lines that made the sample more representative. In 2015, the vendor who administered the survey deviated from the expectation to include cell phone numbers in the sample and depended much more heavily on land line with a corresponding increase in the average age of the sample and a substantial jump in approval. In 2017 and 2019, the survey methodology again changed in an attempt to make responses more representative of Collin County's adult population using a new hybrid online/telephone methodology. This methodological shift essentially recalibrated the approval responses. There was a corresponding decrease in approval of Collin College in 2017 and 2019.

**Table 2-A. Collin Offers Programs that Meet the Needs of the Community in Your Area**

| Response Options    | Year Survey Was Administered |      |      |      |      |      |
|---------------------|------------------------------|------|------|------|------|------|
|                     | 2009                         | 2011 | 2013 | 2015 | 2017 | 2019 |
| 1 Strongly Agree    | 53%                          | 51%  | 53%  | 58%  | 45%  | 49%  |
| 2                   | 30%                          | 27%  | 20%  | 22%  | 39%  | 32%  |
| 3                   | 13%                          | 19%  | 18%  | 14%  | 14%  | 14%  |
| 4                   | 3%                           | 2%   | 6%   | 5%   | 1%   | 4%   |
| 5 Strongly Disagree | 1%                           | 1%   | 3%   | 1%   | 1%   | 1%   |
| Total               | 100%                         | 100% | 100% | 100% | 100% | 100% |

Chi-Square = 64.0, df = 20, p < .001

**Table 2-B. Collin Makes a Valuable Contribution to Economic Development in Collin County**

| Response Options    | Year Survey Was Administered |      |      |      |      |      |
|---------------------|------------------------------|------|------|------|------|------|
|                     | 2009                         | 2011 | 2013 | 2015 | 2017 | 2019 |
| 1 Strongly Agree    | 46%                          | 50%  | 51%  | 52%  | 44%  | 45%  |
| 2                   | 39%                          | 28%  | 21%  | 23%  | 38%  | 33%  |
| 3                   | 12%                          | 18%  | 17%  | 19%  | 15%  | 19%  |
| 4                   | 3%                           | 3%   | 9%   | 6%   | 2%   | 2%   |
| 5 Strongly Disagree | 2%                           | 1%   | 2%   | 1%   | 1%   | 2%   |
| Total               | 100%                         | 100% | 100% | 100% | 100% | 100% |

Chi-Square = 87.3, df = 20, p < .001

**Table 2-C. Collin's Tax Dollars Are Dollars Well Spent**

| Response Options    | Year Survey Was Administered |      |      |      |      |      |
|---------------------|------------------------------|------|------|------|------|------|
|                     | 2009                         | 2011 | 2013 | 2015 | 2017 | 2019 |
| 1 Strongly Agree    | 47%                          | 51%  | 48%  | 55%  | 43%  | 38%  |
| 2                   | 35%                          | 28%  | 22%  | 20%  | 36%  | 32%  |
| 3                   | 14%                          | 16%  | 19%  | 15%  | 17%  | 21%  |
| 4                   | 2%                           | 4%   | 6%   | 5%   | 2%   | 6%   |
| 5 Strongly Disagree | 2%                           | 2%   | 4%   | 5%   | 2%   | 3%   |
| Total               | 100%                         | 100% | 100% | 100% | 100% | 100% |

Chi-Square = 61.3, df = 20, p < .001

**Table 2-D. Collin Provides High Quality Education**

| Response Options    | Year Survey Was Administered |      |      |      |      |      |
|---------------------|------------------------------|------|------|------|------|------|
|                     | 2009                         | 2011 | 2013 | 2015 | 2017 | 2019 |
| 1 Strongly Agree    | 43%                          | 47%  | 48%  | 52%  | 41%  | 46%  |
| 2                   | 38%                          | 31%  | 21%  | 23%  | 37%  | 32%  |
| 3                   | 16%                          | 20%  | 23%  | 19%  | 19%  | 17%  |
| 4                   | 4%                           | 2%   | 6%   | 6%   | 2%   | 5%   |
| 5 Strongly Disagree | 0.4%                         | 1%   | 2%   | 1%   | 1%   | 1%   |
| Total               | 100%                         | 100% | 100% | 100% | 100% | 100% |

Chi-Square = 90.8, df = 20, p < .001

**Table 2-E. I Would Recommend Collin to any Friend or Family Member**

| Response Options    | Year Survey Was Administered |      |      |      |      |      |
|---------------------|------------------------------|------|------|------|------|------|
|                     | 2009                         | 2011 | 2013 | 2015 | 2017 | 2019 |
| 1 Strongly Agree    | 51%                          | 50%  | 53%  | 59%  | 46%  | 49%  |
| 2                   | 32%                          | 26%  | 18%  | 17%  | 34%  | 27%  |
| 3                   | 12%                          | 18%  | 19%  | 15%  | 15%  | 18%  |
| 4                   | 3%                           | 4%   | 5%   | 5%   | 4%   | 3%   |
| 5 Strongly Disagree | 1%                           | 3%   | 5%   | 4%   | 1%   | 3%   |
| Total               | 100%                         | 100% | 100% | 100% | 100% | 100% |

Chi-Square = 79.7, df = 20, p < .001



**Table 2-F. Collin Has a Positive Image in the Community**

| Response Options    | Year Survey Was Administered |      |      |                                      |      |      |
|---------------------|------------------------------|------|------|--------------------------------------|------|------|
|                     | 2009                         | 2011 | 2013 | 2015                                 | 2017 | 2019 |
| 1 Strongly Agree    | 53%                          | 60%  | 58%  |                                      | 49%  | 51%  |
| 2                   | 37%                          | 27%  | 18%  | Vendor<br>Omitted<br>Item in<br>2015 | 37%  | 31%  |
| 3                   | 7%                           | 10%  | 14%  |                                      | 12%  | 15%  |
| 4                   | 3%                           | 2%   | 7%   |                                      | 2%   | 2%   |
| 5 Strongly Disagree | 1%                           | 1%   | 3%   |                                      | 0%   | 1%   |
| Total               | 100%                         | 100% | 100% |                                      | 100% | 100% |

Chi-Square = 135.6, df = 16, p < .001

Note: The vendor who administered the survey in 2015 inadvertently omitted one approval item from the survey, a fact that did not become manifested until work began on the analysis of the data two to three months after the survey was administered. At that time, there was no way to go back and re-administer the omitted item. Consequently, Table 2-F is included only for historical context.

A single approval factor (Table 2-G) was created using principle component analysis of the data generated by the five approval variables that were administered in 2015. The average factor scores are composite representations of multiple variables into a single factor that represents underlying approval of the College by the adult population of Collin County. The composite variables are standardized with a mean of 0 (zero) and a standard deviation of 1.0. The higher the score, the more positive respondents' overall approval of the College, and more negative values reflect relatively less approval of the College.

**Table 2-G. Average (Mean) Approval Factor Scores\***

| Year in Which Survey Was Administered |            |            |           |           |            |
|---------------------------------------|------------|------------|-----------|-----------|------------|
| 2009                                  | 2011       | 2013       | 2015      | 2017      | 2019       |
| 0.0792651                             | -0.0341150 | -0.0888955 | 0.0399359 | 0.0314314 | -0.0283558 |

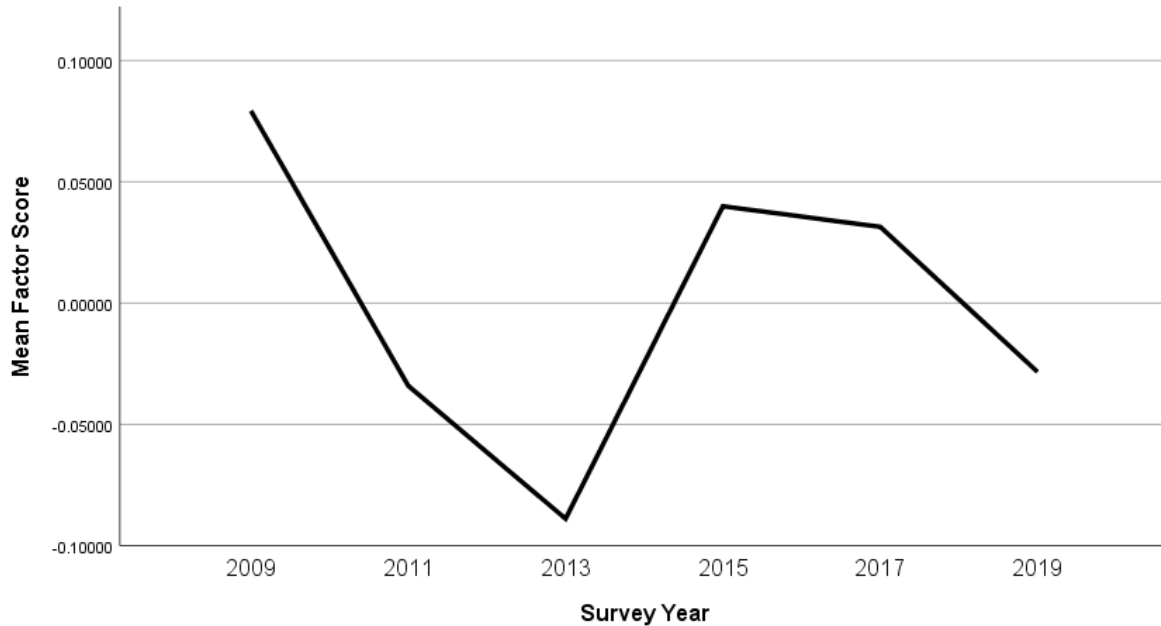
One-Way ANOVA: F = 2.504, df = 5, p = 028

\*The factor scores in Table 2-G. are based on the five variables that were included in all six administrations of the Community Survey included in the table. The five questions included were: "Collin Offers Programs that Meet the Needs of the Community in Your Area," "Collin Makes a Valuable Contribution to Economic Development in Collin County," "Collin's Tax Dollars Are Dollars Well Spent," "Collin Provides High Quality Education," and "I Would Recommend Collin to Any Friend or Family Member." Since the vendor who administered the survey in 2015 inadvertently omitted the item about perceptions of Collin College's positive image, that variable had to be omitted from the overall analysis.

In the 2011 survey, public approval ratings for the College turned negative after a prior trend toward more positive regard. That negative turn extended into the 2013 survey, but reversed toward more positive views in the 2015 survey. In 2015, the vendor who administered the survey was supposed to use a combination of traditional land and cellular telephone numbers. In analyzing the data from 2015, the vast majority of respondents were contacted using telephone lines and tended to be older than the county's overall population. Older respondents tend to respond more favorably to question about regard for public agencies than do younger respondents. So, the jump in approval in 2015 may be more a reflection of

the sample than an actual increase in approval. The 2017 survey used the new hybrid online panel/telephone methodology, and the mean approval rating dropped slightly from 2015, though it remained just above the overall mean for all the years. In 2019, the mean approval of Collin College dipped further, again dropping slightly below the overall mean.

**Figure 2-A. Plot of Factor Means over Time (Higher means translate into more positive public perceptions of Collin College.)**



With changes and inconsistencies in methodology over the survey administrations from 2013 through 2017, it is impossible to discern whether changes in approval of Collin College reflected real shifts in public approval or if they were reflections of how the data were collected. Prior to 2011, the proportion of the samples that consisted of older residents steadily increased. That is a segment of the population that tends to have more positive regard for public agencies, and Collin's approval ratings seemed to increase in step with the proportion of older residents in the samples. To combat survey bias, a new methodology was adopted in 2011 that required a mix of traditional land and cellular telephone numbers. As the average age of the samples dropped, so did approval of Collin College. In 2015, the vendor who administered the survey depended heavily on traditional telephone land lines, and approval of Collin College increased. In 2017 and 2019, the new online panel/telephone (land and cellular) was adopted as described earlier. It is hoped that this recalibration will be the last one for several administration of the survey and that it brought the approval ratings more in line with what they actually were in the population.

Outside the framework of the community survey, in 2017, 56% of Collin County voters approved a \$600 million bond election on behalf of Collin County. That election for a very large bond did surprisingly well and clearly reflects strong positive regard for the College within the County.



### Section 3. 2019 Level of Awareness by Demographic Variables

In this section, the “level of awareness” dependent variable is compared across demographic variables using only 2019 data to get some idea of how representative the sample was and whether or not there were differences among various population subgroups in their awareness of the College.

**Table 3-A. Level of Awareness by Gender**

| Level of Awareness                          |          | Gender |       | Total |
|---|----------|--------|-------|-------|
|   |          | Female | Male  |       |
| Level 0: R Was Totally Unaware of Collin    | Count    | 15     | 9     | 24    |
|   | Column % | 3.7%   | 3.8%  | 3.8%  |
| Level 1: R Recognized Collin Name           | Count    | 25     | 12    | 37    |
|   | Column % | 6.2%   | 5.1%  | 5.8%  |
| Level 2: Collin Came to Mind Unaided        | Count    | 8      | 3     | 11    |
|   | Column % | 2.0%   | 1.3%  | 1.7%  |
| Level 3: R Was Familiar with a Collin Site  | Count    | 150    | 97    | 247   |
|   | Column % | 37.3%  | 41.5% | 38.8% |
| Level 4: R or Family Member Attended Collin | Count    | 204    | 113   | 317   |
|   | Column % | 50.7%  | 48.3% | 49.8% |
| Total                                       | Count    | 402    | 234   | 636   |
|   | Column % | 100%   | 100%  | 100%  |
|   | Row %    | 63%    | 37%   | 100%  |

Chi-Square = 1.568, df = 4, p = .815

Level of awareness did not differ between adult male and female residents of Collin County (Table 3-A). The gender distribution in the sample appears to be heavily female. About 63% of responses came from females and the remaining 37% from males. This compares to roughly a 50-50 split between genders in the Collin County adult population. Thus, if there are any systematic differences in awareness of the College between the genders, the sample may over represent the female perspective.

Table 3-B indicates no evidence that level of awareness differed between Hispanic and nonHispanic respondents. Roughly 15% of Collin County’s population was estimated to be Hispanic at the beginning of 2019, and 15% of the sample was Hispanic, so there is no reason to question the representativeness of the sample with regard to the Hispanic population.

**Table 3-B. Level of Awareness by Hispanic Identity**

| Level of Awareness                          |          | Hispanic Identity |              | Total |
|---|----------|-------------------|--------------|-------|
|   |          | Hispanic          | Non-Hispanic |       |
| Level 0: R Was Totally Unaware of Collin    | Count    | 1                 | 25           | 26    |
|   | Column % | 1.1%              | 4.6%         | 4.1%  |
| Level 1: R Recognized Collin Name           | Count    | 2                 | 35           | 37    |
|   | Column % | 2.2%              | 6.4%         | 5.8%  |
| Level 2: Collin Came to Mind Unaided        | Count    | 0                 | 11           | 11    |
|   | Column % | 0.0%              | 2.0%         | 1.7%  |
| Level 3: R Was Familiar with a Collin Site  | Count    | 35                | 213          | 248   |
|   | Column % | 37.6%             | 38.9%        | 38.7% |
| Level 4: R or Family Member Attended Collin | Count    | 55                | 265          | 319   |
|   | Column % | 59.1%             | 48.2%        | 49.8% |
| Total                                       | Count    | 93                | 548          | 641   |
|   | Column % | 100%              | 100%         | 100%  |
|   | Row %    | 15%               | 85%          | 100%  |

Chi-Square = 8.674, df = 4, p = .07

Table 3-C indicates that level of awareness did not differ between white and minority respondents. White comprise about 68% of the Collin County population and about 70% of the sample. So, the proportions of white and minority respondents appear to be reasonably consistent with their proportions of the total population. Because there were relatively few minority respondents, all minorities were grouped into a single category to facilitate analysis.

**Table 3-C. Level of Awareness by Racial Identity**

| Level of Awareness                          |          | Racial Identity |                 | Total |
|---|----------|-----------------|-----------------|-------|
|   |          | White           | Racial Minority |       |
| Level 0: R Was Totally Unaware of Collin    | Count    | 13              | 12              | 25    |
|   | Column % | 3.4%            | 7.2%            | 4.6%  |
| Level 1: R Recognized Collin Name           | Count    | 25              | 10              | 35    |
|   | Column % | 6.6%            | 6.0%            | 6.4%  |
| Level 2: Collin Came to Mind Unaided        | Count    | 8               | 3               | 11    |
|   | Column % | 2.1%            | 1.8%            | 2.0%  |
| Level 3: R Was Familiar with a Collin Site  | Count    | 155             | 58              | 213   |
|   | Column % | 40.7%           | 34.7%           | 38.9% |
| Level 4: R or Family Member Attended Collin | Count    | 180             | 84              | 264   |
|   | Column % | 47.2%           | 50.3%           | 48.2% |
| Total                                       | Count    | 381             | 167             | 548   |
|   | Column % | 100%            | 100%            | 100%  |
|   | Row %    | 70%             | 30%             | 100%  |

Chi-Square = 5.020, df = 4, p = .285

Respondents' levels of awareness of Collin College appeared to differ by age group (Table 3-D), although this finding must be interpreted with caution, since more than 20% of the cells in the table (40%, actually) have expected values less than five. The differences among age groups in their awareness of Collin College was

primarily attributable to the finding that all age groups had higher levels of awareness of Collin College than would have been expected if awareness were randomly distributed across age groups, although the most elderly respondents manifest slightly lower levels of awareness than did other age groups. Overall, this finding suggests that the College’s efforts to make the public aware of the College are finding some degree of success, though there may need to be some work done to better inform older residents, a key group of voters, about the College.

**Table 3-D. Level of Awareness by Age**

| Level of Awareness                          |        | Age Category   |                |                |                |                |              | Total |
|---|--------|----------------|----------------|----------------|----------------|----------------|--------------|-------|
|   |        | 18-25<br>Years | 26-35<br>Years | 36-45<br>Years | 46-55<br>Years | 56-65<br>Years | >65<br>Years |       |
| Level 0: R Was Totally Unaware of Collin    | Count  | 3              | 4              | 9              | 8              | 1              | 1            | 26    |
|   | Col. % | 3.2%           | 4.0%           | 6.1%           | 7.3%           | 1.0%           | 1.2%         | 4.1%  |
| Level 1: R Recognized Collin Name           | Count  | 3              | 10             | 7              | 5              | 4              | 8            | 37    |
|   | Col. % | 3.2%           | 10.0%          | 4.8%           | 4.6%           | 3.8%           | 9.4%         | 5.8%  |
| Level 2: Collin Came to Mind Unaided        | Count  | 1              | 1              | 2              | 2              | 4              | 1            | 11    |
|   | Col. % | 1.1%           | 1.0%           | 1.4%           | 1.8%           | 3.8%           | 1.2%         | 1.7%  |
| Level 3: R Was Familiar with a Collin Site  | Count  | 28             | 41             | 69             | 38             | 33             | 39           | 248   |
|   | Col. % | 29.5%          | 41.0%          | 46.9%          | 34.9%          | 31.4%          | 45.9%        | 38.7% |
| Level 4: R or Family Member Attended Collin | Count  | 60             | 44             | 60             | 56             | 63             | 36           | 319   |
|   | Col. % | 77.8%          | 68.2%          | 34.5%          | 51.8%          | 52.5%          | 48.2%        | 50.7% |
| Total                                       | Count  | 95             | 100            | 147            | 109            | 105            | 85           | 641   |
|   | Col. % | 100%           | 100%           | 100%           | 100%           | 100%           | 100%         | 100%  |
|   | Row %  | 15%            | 16%            | 23%            | 17%            | 17%            | 13%          | 100%  |

Chi-Square = 37.201, df = 20, p = .011 (Note: This Chi-Square value should be interpreted with caution, since more than 20% of the cells have expected values less than 5.)

Table 3-E shows the average age of the samples for each administration of the Community Survey since 2009. With the adoption of the new hybrid online panel/telephone methodology in 2017, the average age of the adult survey respondents dropped more in line with the demographics of the Collin County adult population (45.2 years). Thus, in terms of age, the 2019 survey was representative of Collin County’s adult population.

The mean age for the 2019 survey sample (45.3 years) was 5.9 years younger than the average age for the 2009 sample, 5.0 years younger than the 2011 sample, 1.5 years younger than in 2013, 14.1 years younger than the mean age for 2015, and 2.3 years younger than the mean for 2017. The staggering variation in mean ages from across the years, especially in 2015, raised concerns about how representative the vendor’s sample was of Collin County’s 2015 adult population. The relatively closer approximation of the overall average adult age of the county in the 2017 and 2019 samples confirms that the new sampling methodology is keeping the sample more reflective of the population. It is worth noting that the years with the lowest average ages (2011, 2013, 2017, and 2019) corresponded to the years with the poorest approval ratings of Collin College (See Figure 2-A.)

**Table 3-E. Average (Mean) Age by Year**

| Year in which Survey Was Administered |      |      |      |      |      |
|---------------------------------------|------|------|------|------|------|
| 2009                                  | 2011 | 2013 | 2015 | 2017 | 2019 |
| 51.2                                  | 50.3 | 46.8 | 59.4 | 47.6 | 45.3 |

The data in Table 3-F indicate that there is less than two chances in 100 of obtaining at random a Chi-Square value of 18.2 with this combination of variables and sample size. Using the standard probability of .05 as the cut point for determining statistical significance suggests that the null hypothesis should be rejected that there are no differences among adult Collin County residents' awareness of the College based on highest level of educational attainment. However, the results should be taken cautiously as more than 20% of the cells had expected values less than 5.

Adult residents who reported that their highest educational attainment was a high school diploma or less were not as likely to be aware of Collin College (levels 0, 1, or 2) than would be expected if awareness of the College were randomly distributed throughout the population. They were also less likely than expected to have been familiar with a Collin campus (level 3) or to have attended or to have had a family member who had attended the College (level 4). Adult residents who had attended some college, but had not attained a baccalaureate degree, were more likely to have attended Collin or to have had a family member who attended Collin (level 4) than would be expected if awareness of the College were randomly distributed. In terms of actionable information, the data in Table 3-F suggests that Collin may want to reach out to adults who discontinued their education at or before high school graduation.

In comparison to the education distribution in the population, Table 3-F suggests that those with a high school diploma or less were underrepresented in the sample (22% of the population vs. 12% of the sample) and those with some college or more were slightly overrepresented (78% of the population vs. 87% of the sample). Thus, there may have been some predisposition for respondents to be more aware of Collin College than is found in the adult population in general.



**Table 3-F. Level of Awareness by Highest Educational Attainment**

| Level of Awareness                          |          | Highest Educational Attainment |   |                         | Total |
|---|----------|--------------------------------|---|-------------------------|-------|
|   |          | High School Diploma or Less    | Some College, Certificate, or Assoc. Deg. | Baccalaureate or Higher |       |
| Level 0: R Was Totally Unaware of Collin    | Count    | 7                              | 10  | 8                       | 25    |
|   | Col. %   | 9.0%                           | 4.9%                                      | 2.3%                    | 3.9%  |
| Level 1: R Recognized Collin Name           | Count    | 5                              | 12  | 18                      | 35    |
|   | Col. %   | 6.4%                           | 5.9%                                      | 5.1%                    | 5.5%  |
| Level 2: Collin Came to Mind Unaided        | Count    | 3                              | 2   | 6                       | 11    |
|   | Col. %   | 3.8%                           | 1.0%                                      | 1.7%                    | 1.7%  |
| Level 3: R Was Familiar with a Collin Site  | Count    | 29                             | 65  | 153                     | 246   |
|   | Col. %   | 37.2%                          | 31.7%                                     | 43.3%                   | 38.8% |
| Level 4: R or Family Member Attended Collin | Count    | 34                             | 116                                       | 167                     | 317   |
|   | Col. %   | 43.6%                          | 56.6%                                     | 47.6%                   | 50.0% |
| Total                                       | Count    | 78                             | 205                                       | 351                     | 634   |
|   | Column % | 100%                           | 100%                                      | 100%                    | 100%  |
|   | Row %    | 12%                            | 32%                                       | 55%                     | 100%  |

Chi-Square = 18.241, df = 8, p = .019 (This Chi-Square value should be interpreted with caution, since more than 20% of the cells have expected values less than 5.)

Based on Table 3-G, there were no significant differences in the 2019 data in levels of awareness of Collin College when responses are broken out by city of residence. The distribution of respondents across Collin County cities in the sample is a reasonably close representation of the population distribution. The percentages by city within the sample are all within four percentages points of the population distribution across the cities.

**Table 3-G. Level of Awareness by Residential Locality**

| Level of Awareness                          |        | Residential Locality |        |          |       |                    |       | Total |       |
|---|--------|----------------------|--------|----------|-------|--------------------|-------|-------|-------|
|   |        | Allen                | Frisco | McKinney | Plano | Richardson /Dallas | Wylie |       | Other |
| Level 0: R Was Totally Unaware of Collin    | Count  | 3                    | 1      | 5        | 9     | 4                  | 1     | 3     | 26    |
|   | Col. % | 4.1%                 | 2.7%   | 3.8%     | 4.6%  | 9.1%               | 3.2%  | 3.0%  | 4.1%  |
| Level 1: R Recognized Collin Name           | Count  | 3                    | 1      | 8        | 13    | 5                  | 1     | 6     | 37    |
|   | Col. % | 4.1%                 | 1.5%   | 6.2%     | 6.7%  | 11.4%              | 3.2%  | 5.9%  | 5.8%  |
| Level 2: Collin Came to Mind Unaided        | Count  | 0                    | 1      | 3        | 2     | 1                  | 0     | 4     | 11    |
|   | Col. % | 0.0%                 | 1.1%   | 2.2%     | 1.0%  | 2.3%               | 0.0%  | 4.0%  | 1.7%  |
| Level 3: R Was Familiar with a Collin Site  | Count  | 25                   | 25     | 47       | 75    | 20                 | 14    | 42    | 248   |
|   | Col. % | 34.2%                | 37.3%  | 36.2%    | 38.5% | 45.5%              | 45.2% | 41.6% | 38.7% |
| Level 4: R or Family Member Attended Collin | Count  | 42                   | 39     | 67       | 96    | 14                 | 15    | 46    | 319   |
|   | Col. % | 57.5%                | 58.2%  | 51.5%    | 49.2% | 31.8%              | 48.4% | 45.5% | 49.8% |
| Total                                       | Count  | 73                   | 67     | 130      | 195   | 44                 | 31    | 101   | 641   |
|   | Col. % | 100%                 | 100%   | 100%     | 100%  | 100%               | 100%  | 100%  | 100%  |
|   | Row %  | 11%                  | 10%    | 20%      | 30%   | 7%                 | 5%    | 16%   | 100%  |

Chi-Square = 22.375, df = 24, p = 0.557 (This Chi-Square value should be interpreted with caution, since more than 20% of the cells have expected values less than 5.)

Table 3-H suggests that respondents who had lived at their current Collin County addresses for fewer than 8 years were less likely to have taken classes at Collin or to have had a family member take classes at Collin than would have been expected

if the data had been randomly distributed. Respondents who had lived in at their current addresses for fewer than four years were at least twice as likely to report the lowest two levels of awareness than would be the case if the responses were random. Respondents who had lived in Collin County for 10 or more years were most likely to have taken classes or to have a family member who had taken classes at Collin College compared to what would be expected if the levels of educational attainment and levels of awareness of Collin College had been randomly distributed. It is reasonable to find that residents who have lived in an area for a shorter duration would be less familiar with opportunities within that area than people who had resided in the area for a longer period of time.

An exception to an intuitive conclusion like this would be when an agency, like Collin College, makes a concerted effort to reach out to and inform newer residents about available opportunities. There have been similar Community Survey findings in the past that spurred the College take steps to engage with realtors and community welcoming groups to bridge the awareness gap for new residents. Those efforts have been rewarded in the past with subsequent short-term improvements in awareness among newer residents, but it appears that there may be a periodic need to revitalize such efforts.

**Table 3-H. Level of Awareness by Years Lived at Current Address**

| Level of Awareness                          |        | Years Lived at Current Address |           |            |           | Total |
|---|--------|--------------------------------|-----------|------------|-----------|-------|
|   |        | < 4 Years                      | 4-7 Years | 8-10 Years | >10 Years |       |
| Level 0: R Was Totally Unaware of Collin    | Count  | 16                             | 2         | 5          | 3         | 26    |
|   | Col. % | 7.8%                           | 1.6%      | 7.5%       | 1.2%      | 4.1%  |
| Level 1: R Recognized Collin Name           | Count  | 25                             | 5         | 2          | 5         | 37    |
|   | Col. % | 12.3%                          | 4.1%      | 3.0%       | 2.0%      | 5.8%  |
| Level 2: Collin Came to Mind Unaided        | Count  | 1                              | 2         | 4          | 4         | 11    |
|   | Col. % | 0.5%                           | 1.6%      | 6.1%       | 1.6%      | 1.7%  |
| Level 3: R Was Familiar with a Collin Site  | Count  | 83                             | 66        | 22         | 77        | 248   |
|   | Col. % | 40.7%                          | 53.7%     | 33.3%      | 31.0%     | 38.7% |
| Level 4: R or Family Member Attended Collin | Count  | 79                             | 48        | 33         | 159       | 319   |
|   | Col. % | 38.7%                          | 39.0%     | 50.0%      | 64.1%     | 49.8% |
| Total                                       | Count  | 204                            | 123       | 66         | 248       | 641   |
|   | Col. % | 100%                           | 100%      | 100%       | 100%      | 100%  |
|   | Row%   | 32%                            | 19%       | 10%        | 39%       | 100%  |

Chi-Square = 77.107, df = 12, p < .001. (This Chi-Square value should be interpreted with caution, since more than 20% of the cells have expected values less than 5.)

## Section 4. 2019 Approval by Demographic Variables

As readers explore the following data related to approval of Collin College, it is important to remember that higher (more positive) values reflect more positive impressions of the College based on the five approval variables that were incorporated into the single approval measure for Collin College. The following data represent composite scores for the underlying approval construct, and the scores are standardized with an overall mean of zero and a standard deviation of 1.0. Thus, more negative numbers reflect more negative perceptions while more positive numbers reflect more positive perceptions of Collin College.

**Table 4-A. Approval by Gender**

| Gender | N   | Mean       |
|--------|-----|------------|
| Female | 402 | 0.0565732  |
| Male   | 234 | -0.0996671 |
| Total  | 636 | 0.0009114  |

One-Way ANOVA:  $F = 4.036$ , 1 df,  $p = 0.045$

Table 4-A indicates, while 2019 female respondents were more approving of the College than were males, the difference between the mean responses for the two groups was barely large enough to be attributable to anything other than chance. So, while we can reject the null hypothesis that there was no difference in perceptions of Collin College among men and women, it is a marginal difference. If anything, it suggests that there is work to do in improving males' perceptions of the College.

**Table 4-B. Approval by Hispanic Identity**

| Hispanic Identity | N   | Mean       |
|-------------------|-----|------------|
| Hispanic          | 93  | 0.0768744  |
| NonHispanic       | 548 | -0.0130452 |
| Total             | 641 | 0.0000000  |

One-Way ANOVA:  $F = 0.720$ , 1 df,  $p = 0.396$

Table 4-B indicates that, in 2019, there was roughly a one in 2.5 chance of obtaining an F-value of 0.720 with a sample of this size. Thus, one must conclude that there is no difference in mean approval ratings of the College between adult Collin County Hispanics and nonHispanics.

There was no statistically significant difference between white and minority respondents in their approval ratings of Collin College (Table 4-C).

**Table 4-C. Approval by Racial Identity**

| Racial Identity | N   | Mean       |
|-----------------|-----|------------|
| White           | 381 | 0.0094971  |
| Minority        | 167 | -0.0644773 |
| Total           | 548 | -0.0130462 |

One-Way ANOVA:  $F = 0.707$ , 1 df,  $p = 0.401$

Table 4-D indicates about a one-in-500 likelihood of obtaining an F-value of 3.828 with a sample of this size. Using the standard probability of .05 (one-in-20) as the cut point for gauging statistical significance suggests that the null hypothesis can be rejected that there are no significant differences among the various age groups identified in their approval of the College.

**Table 4-D. Approval by Age**

| Age Category | N   | Mean       |
|--------------|-----|------------|
| 18-25 Years  | 95  | -0.2376198 |
| 26-35 Years  | 100 | -0.0400271 |
| 36-45 Years  | 147 | -0.1157387 |
| 46-55 Years  | 109 | 0.0214363  |
| 56-65 Years  | 105 | 0.1875217  |
| >65 Years    | 85  | 0.2536934  |
| Total        | 641 | 0.0000000  |

One-Way ANOVA:  $F = 3.828$ , 5 df,  $p = 0.002$

The 2019 survey found that Collin County residents 45 years of age and younger were less approving of Collin College than were residents who were older than 45. The mean perceptions of all age groups 45 years of age and younger were on the negative side of the overall mean. Perceptions of Collin College were most negative among the traditional college-aged group (18-25) and the most positive impressions were held by respondents who were older than 65.

**Table 4-E. Approval by Highest Educational Attainment**

| Highest Educational Attainment              | N   | Mean       |
|---|-----|------------|
| High School Diploma or Less                 | 78  | 0.0479372  |
| Some College, Certificate, or Assoc. Degree | 205 | 0.0358640  |
| Baccalaureate or Higher                     | 351 | -0.0259087 |
| Total                                       | 634 | 0.0034503  |

One-Way ANOVA:  $F = 0.375$ , 2 df,  $p = 0.688$

Table 4-E reveals a seven-in-10 likelihood of obtaining an F-value of 0.375 by chance. Using the standard probability of .05 as the cut point for determining statistical significance, there appear to be no differences among adult Collin County residents' in their approval of Collin College based on their highest level of educational attainment.

Considering Table 4-F, the likelihood of obtaining an F-value of 1.356 by chance with this sample is roughly one-in-four. Thus, the hypothesis cannot be rejected that there are no differences in approval of Collin College among the seven community groupings in the table.

**Table 4-F. Approval by Locality of Residence**

| Locality of Residence      | N   | Mean       |
|----------------------------|-----|------------|
| Allen                      | 73  | 0.1466137  |
| Frisco                     | 67  | -0.2259267 |
| McKinney                   | 130 | 0.0460493  |
| Plano                      | 195 | 0.0508038  |
| Richardson/Dallas          | 44  | -0.0744349 |
| Wylie                      | 31  | 0.0709193  |
| Other, Smaller Communities | 101 | -0.1027942 |
| Total                      | 641 | 0.000000   |

One-Way ANOVA: F = 1.356, 6 df, p = 0.230

Table 4-G indicates a likelihood of one-in-25 of obtaining an F-value of 2.786 by chance with this sample. Using the standard probability of .05 as the cut point for determining statistical significance suggests that there do appear to be significant differences in mean approval of the College based on how long residents have lived at their current addresses with longer-term residents reflecting significantly higher approval of the College. Considering that residents who lived in Collin County for eight years or less were both less likely to be aware of the College and less likely to approve of the College, it may be prudent to design and undertake some type of outreach campaign to familiarize newer residents with the College as a first step in building positive regard toward the College.

**Table 4-G. Approval by Years Lived at Current Address**

| Age Category | N   | Mean       |
|--------------|-----|------------|
| <4 Years     | 204 | -0.0792578 |
| 4-7 Years    | 123 | -0.1229465 |
| 8-10 Years   | 66  | -0.0169085 |
| 11+ Years    | 248 | 0.1306733  |
| Total        | 641 | 0.0000000  |

One-Way ANOVA: F = 2.786, 3 df, p = 0.040



## Section 5. Welcoming Environment

In 2019, three items were added to the Community Survey support the College’s 2020 Vision strategic plan. One of the institutional priorities identified in the 2020 Vision strategic plan was that Collin College would “create an increasingly welcoming environment for students, community members, faculty, and staff. Three items were added to the 2019 community survey specifically to measure community members’ perceptions of the College’s welcoming environment: one scaled item and two open-ended items.

- Based on your experience with whichever Collin College campus you are most familiar, to what degree would you say the campus offers a welcoming environment to community members? This item was measured on a five-point scale with a value of “1” meaning “not welcoming at all,” and a value of “5” meaning “extremely welcoming.”
- What is it about the campus environment there that makes you feel that way about it?
- How could Collin College make its campus environments more welcoming to community members?

Table 5-A summarizes the results of the one scaled item. A total of 464 (72%) of the 641 people surveyed responded to the scaled question regarding Collin College’s welcoming environment.

**Table 5-A. To What Degree Would You Say the Campus Offers a Welcoming Environment?**

|                             | Responses                | Number of Responses | %     | Valid % | Cumulative % |
|-----------------------------|--------------------------|---------------------|-------|---------|--------------|
| Valid                       | 1 = Not Welcoming At All | 4                   | .6    | .9      | .9           |
|                             | 2                        | 7                   | 1.1   | 1.5     | 2.4          |
|                             | 3                        | 80                  | 12.5  | 17.2    | 19.6         |
|                             | 4                        | 171                 | 26.7  | 36.9    | 56.5         |
|                             | 5 = Extremely Welcoming  | 202                 | 31.5  | 43.5    | 100.0        |
|                             | Total                    | 464                 | 72.4  | 100.0   |              |
| Missing                     | 6 Do not know            | 101                 | 15.8  |         |              |
|                             | No Response              | 76                  | 11.9  |         |              |
|                             | Total                    | 177                 | 27.6  |         |              |
| Total                       |                          | 641                 | 100.0 |         |              |
| Average (Mean) Rating = 4.2 |                          |                     |       |         |              |

Only 11 of the valid responses (2%) indicated that respondents found Collin College’s environment at all unwelcoming. Another 80 respondents (17%) indicated that they found the College’s environment to be neither welcoming or unwelcoming. The vast majority of the 464 people who responded (373 or 80%) found the College’s campuses to have a welcoming environment. The average response of 4.2 clearly indicates that the general perspective is of campus environments that welcome community members. Responses to the two open-ended items sheds more light on what respondents really think about the College’s welcoming environment.

**Table 5-B. What Is It about Collin College’s Campus Environment that Makes You Feel the Way You Do about It?**

| Responses  | Number of Responses | % of 488 Responses | % of 641 Respondents |
|--|---------------------|--------------------|----------------------|
| Found a Welcoming Environment                            | 435                 | 89%                | 59%                  |
| Accessible & Easy to Navigate                            | 76                  | 16%                | 12%                  |
| Affordable   | 4                   | 1%                 | 1%                   |
| Fine Arts Performances & Exhibits                        | 2                   | 0%                 | 0%                   |
| Cleanliness  | 24                  | 5%                 | 4%                   |
| Community Engagement                                     | 18                  | 4%                 | 3%                   |
| Diversity  | 10                  | 2%                 | 2%                   |
| Easy to Enroll   | 3                   | 1%                 | 0%                   |
| Friendly, Supportive, Professional Faculty               | 14                  | 3%                 | 2%                   |
| Friendly, Supportive, Professional Staff                 | 87                  | 18%                | 14%                  |
| General Perception, Reputation & Word of Mouth           | 81                  | 17%                | 13%                  |
| Pleasant & Functional Building & Grounds                 | 98                  | 20%                | 15%                  |
| Program/Course Offerings & Quality                       | 8                   | 2%                 | 1%                   |
| Safety   | 4                   | 1%                 | 1%                   |
| Student Support & Resources                              | 6                   | 1%                 | 1%                   |
| Found Neither a Welcoming nor an Unwelcoming Environment | 26                  | 5%                 | 4%                   |
| Collin Is Nothing Special                                | 7                   | 1%                 | 1%                   |
| Miscellaneous Comments without Judgement                 | 15                  | 3%                 | 2%                   |
| Not enough Information to Judge                          | 4                   | 1%                 | 1%                   |
| Find an Unwelcoming Environment                          | 27                  | 6%                 | 4%                   |
| Parking & Navigation                                     | 7                   | 1%                 | 1%                   |
| Unfriendly or Unhelpful Faculty                          | 2                   | 0%                 | 0%                   |
| Unfriendly or Unhelpful Student Services                 | 10                  | 2%                 | 2%                   |
| Visually Unappealing                                     | 8                   | 2%                 | 1%                   |
| Responded  | 428                 | 100%               | 67%                  |
| Did Not Respond  | 213                 | na                 | 33%                  |

Table 5-B summarizes responses to the open-ended question, “What is it about Collin College’s campus environment that makes you feel the way you do about it?” The largest proportions of respondents most appreciated pleasant and functional building, friendly and supportive professional staff, a generally positive perception



of the College based on its reputation and word of mouth, and ease of access and navigation on the campuses,

**Table 5-C. How Could Collin College Make Its Campus Environments more Welcoming to Community Members?**

| Responses   | Number of Responses | % of Category Responses | % of 641 Respondents |
|---|---------------------|-------------------------|----------------------|
| Better Advertising & Marketing                                  | 34                  | 12%                     | 5%                   |
| Expand Community Outreach & Engagement                          | 54                  | 19%                     | 8%                   |
| Expand Educational Access                                       | 23                  | 8%                      | 4%                   |
| Improve Physical Access & Navigation                            | 42                  | 15%                     | 7%                   |
| Improve Appearance or Functionality of Campuses or Buildings    | 47                  | 17%                     | 7%                   |
| Improve Services to Students & the Public                       | 14                  | 5%                      | 2%                   |
| Improve Staff & Faculty Congeniality & Communication            | 35                  | 12%                     | 5%                   |
| Improve Staff & Faculty Quality                                 | 11                  | 4%                      | 2%                   |
| Improve Safety  | 7                   | 2%                      | 1%                   |
| Offer Low-Cost or No-Cost Courses, Programs, Services, or Goods | 17                  | 6%                      | 3%                   |
| <b>Total Responses Offering Suggestions</b>                     | <b>284</b>          | <b>100%</b>             | <b>44%</b>           |
| No Specific Perceptions of Collin, No Suggestion                | 322                 | 87%                     | 50%                  |
| Positive Perceptions of Collin, No Suggestions                  | 47                  | 13%                     | 7%                   |
| Negative Perceptions of Collin, No Suggestions                  | 1                   | 0%                      | 0%                   |
| <b>Total Responses Offering No Suggestions</b>                  | <b>370</b>          | <b>100%</b>             | <b>58%</b>           |
| Did Not Respond   | 76                  | 100%                    | 12%                  |
| <b>Total Respondents</b>  | <b>641</b>          | <b>100%</b>             | <b>100%</b>          |

In response to the question that asked respondents for suggestions to make Collin College's more welcoming to community members, the most frequent responses focused on the College expanding community outreach and engagement. This was followed in frequency by a suggestion focusing on improving the appearance or functionality of its campuses or buildings. Other relatively frequent suggestions focused on improving physical access and navigation, better advertising and marketing, and improving staff and faculty congeniality and communication.



## Section 6. Marketing Support

In 2019, five items were added to the Community Survey to support the Public Relations Office's marketing efforts. They asked respondents if there were any middle school or high school aged children in the household, the degree of expectation that those children would participate in any post-secondary education, the type of post-secondary institution it is expected that they will attend, the likelihood that Collin College is considered at an initial post-secondary destination, and why they answered the way they did.

**Table 6-A. Do You Have Any Middle School or High School Children at Home?**

|             |                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|----------------------|-----------|---------|---------------|--------------------|
| Valid       | Yes                  | 155       | 24.2    | 25.2          | 25.2               |
|             | No                   | 452       | 70.5    | 73.5          | 98.7               |
|             | Prefer not to answer | 8         | 1.2     | 1.3           | 100.0              |
|             | Total                | 615       | 95.9    | 100.0         |                    |
| No Response |                      | 26        | 4.1     |               |                    |
| Total       |                      | 641       | 100.0   |               |                    |

About one-quarter of the respondents indicated that they had middle school or high school children in the home (Table 6-A). Based on table 6-B, only eight (5%) of the respondents with middle school or high school students in their homes did not expect their children to attend college. The remaining 95% of respondents expect that their middle school or high school students eventually will attend college.

**Table 6-B. Do You Expect Your Middle or High School-Age Children to Attend College?**

|             |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-------|-----------|---------|---------------|--------------------|
| Valid       | No    | 8         | 1.2     | 5.2           | 5.2                |
|             | Yes   | 147       | 22.9    | 94.8          | 100.0              |
|             | Total | 155       | 24.2    | 100.0         |                    |
| No Response |       | 486       | 75.8    |               |                    |
| Total       |       | 641       | 100.0   |               |                    |

Of the 147 respondents who expect that their middle school or high school students will attend college, data in Table 6-C indicate that only 12% of the respondents expect their children to enroll at a two-year college. A total of 62% expect their children to attend a four-year institution. The remaining 26% of respondents who

expect their middle school or high school children to attend college are uncertain about what type of institution they expect their children to attend.

**Table 6-C. Do You Expect Your Middle or High School-Age Children to Attend a Two-Year or a Four-Year College?**

|             |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-------------|-----------|---------|---------------|--------------------|
| Valid       | Two-year    | 18        | 2.8     | 12.2          | 12.2               |
|             | Four-year   | 91        | 14.2    | 61.9          | 74.1               |
|             | Do not know | 38        | 5.9     | 25.9          | 100.0              |
|             | Total       | 147       | 22.9    | 100.0         |                    |
| No Response |             | 494       | 77.1    |               |                    |
| Total       |             | 641       | 100.0   |               |                    |

Given the tiny minority of the 147 respondents who indicated an expectation that their middle school and high school children will attend two-year institutions, Table 6-D is interesting in that 69 percent of the them indicated that they are likely or very likely to encourage their children to attend Collin College.

**Table 6-D. How Likely Are You to Encourage Your Children to Attend Collin College?**

|             |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|---------------|-----------|---------|---------------|--------------------|
| Valid       | Very Unlikely | 13        | 2.0     | 8.8           | 8.8                |
|             | Unlikely      | 16        | 2.5     | 10.9          | 19.7               |
|             | Likely        | 42        | 6.6     | 28.6          | 48.3               |
|             | Very Likely   | 59        | 9.2     | 40.1          | 88.4               |
|             | Don't know    | 17        | 2.7     | 11.6          | 100.0              |
| Total       |               | 147       | 22.9    | 100.0         |                    |
| No Response |               | 494       | 77.1    |               |                    |
| Total       |               | 641       | 100.0   |               |                    |

When asked why they responded as they did to the question about how likely they are to encourage their children to attend Collin College (see Table 6-E), the most frequent responses in favor of attending Collin College focused on financial reasons (25%). The next most frequent responses focused on positive perceptions of Collin College (16%); close proximity and easy access to Collin College (16%); and perceptions that Collin College is a good place to start a postsecondary education or to fill in classes as needed (13%).

Most of the reasons given for not attending Collin College focused on family preference for attending four-year institutions (17%); concerns about the quality of a Collin education (6%); and precedent, which referred to things like preferring a parent's alma mater (4%).

**Table 6-E. Why Did You Respond as You Did?**

| Responses   | Number of Responses | % of Category Responses | % of 641 Respondents |
|---|---------------------|-------------------------|----------------------|
| Collin College's Positive Reputation                      | 18                  | 16%                     | 3%                   |
| Community/Collin College a Good Place to Start or Fill In | 15                  | 13%                     | 2%                   |
| Concerns about Collin/Community College Quality           | 7                   | 6%                      | 1%                   |
| Financial Reasons   | 29                  | 25%                     | 5%                   |
| Positive Experiences with Collin College                  | 4                   | 3%                      | 1%                   |
| Precedent   | 5                   | 4%                      | 1%                   |
| Prefer Four-Year Institutions                             | 20                  | 17%                     | 3%                   |
| Proximity/Access  | 18                  | 16%                     | 3%                   |
| <b>Total Substantive Responses</b>                        | <b>116</b>          | <b>100%</b>             | <b>18%</b>           |
| No Response   | 503                 | 95%                     | 78%                  |
| Don't Know  | 17                  | 3%                      | 3%                   |
| Equivocal Response  | 2                   | 0%                      | 0%                   |
| General Observations about Higher Education               | 6                   | 1%                      | 1%                   |
| <b>Did Not Respond</b>                                    | <b>528</b>          | <b>100%</b>             | <b>82%</b>           |
| <b>Total Respondents</b>                                  | <b>641</b>          | <b>100%</b>             | <b>100%</b>          |



## **Appendix A**

### **Demographic Comparison of Samples**





## Demographic Comparison of Samples

**Table A-1. Gender by Year Survey Was Administered**

| Gender | Year Survey Was Administered |               |               |               |                |               |
|--------|------------------------------|---------------|---------------|---------------|----------------|---------------|
|        | 2009                         | 2011          | 2013          | 2015          | 2017           | 2019          |
| Female | 355<br>59.2%                 | 353<br>58.8%  | 300<br>50.0%  | 353<br>58.8%  | 383<br>58.8%   | 402<br>63.2%  |
| Male   | 245<br>40.8%                 | 247<br>41.2%  | 300<br>50.0%  | 247<br>41.2%  | 266<br>40.9%   | 234<br>36.8%  |
| Total  | 600<br>100.0%                | 600<br>100.0% | 600<br>100.0% | 600<br>100.0% | 649*<br>100.0% | 636<br>100.0% |

\*Two respondents declined to answer this question, and their genders were not discernable by the interviewers.

In 2019, females made up 51.5% of Collin County’s population, and males made up the remaining 48.5%. The sample for the 2019 Collin College Community Survey was 63% female and 37% male. So, females were overrepresented in the sample, and males were underrepresented.

**Table A-2. Hispanic Identity by Year Survey Was Administered**

| Hispanic Identity | Year Survey Was Administered |               |               |               |               |
|-------------------|------------------------------|---------------|---------------|---------------|---------------|
|                   | 2011                         | 2013          | 2015          | 2017          | 2019          |
| Hispanic          | 42<br>7.1%                   | 20<br>3.4%    | 42<br>7.1%    | 95<br>14.6%   | 93<br>14.5%   |
| NonHispanic       | 549<br>92.9%                 | 561<br>96.6%  | 549<br>92.9%  | 556<br>85.4%  | 548<br>85.5%  |
| Total             | 591<br>100.0%                | 581<br>100.0% | 591<br>100.0% | 651<br>100.0% | 641<br>100.0% |

Note: Federal and state requirements changed the way Collin College reports race/ethnic data in 2010. To be consistent with the new reporting procedures, one item on the Community Survey was changed to reflect racial identity, and a second question was added to reflect Hispanic identity. Table A-2 summarizes data from the Hispanic identity question for which no data are available prior to the 2011 survey.

About 15% of Collin County’s population consisted of Hispanic residents in 2019. About 15% of the respondents to Collin College’s 2019 Community Survey were Hispanic (Table A-2). Clearly, the County’s Hispanic population was proportionately represented in the survey.

**Table A-3. Racial Identity by Year Survey Was Administered**

| Racial Identity | Year Survey Was Administered |        |        |        |        |        |
|-----------------|------------------------------|--------|--------|--------|--------|--------|
|                 | 2011                         | 2013   | 2015   | 2017   | 2017   | 2019   |
| White           | 420                          | 462    | 420    | 405    | 405    | 381    |
|                 | 71.6%                        | 79.5%  | 71.6%  | 72.7%  | 72.7%  | 69.5%  |
| Minority        | 167                          | 119    | 167    | 152    | 152    | 167    |
|                 | 27.8%                        | 20.5%  | 27.8%  | 27.3%  | 27.3%  | 30.5%  |
| Total           | 587                          | 581    | 587    | 557    | 557    | 548    |
|                 | 100.0%                       | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

In 2019, about 68% of Collin County’s population identified as white, and the remaining 32% consisted of minority group members. White respondents made up about 70% of the 2019 sample. Thus both whites and nonwhites were proportionately represented in the 2019 Community Survey sample.

**Table A-4. Age by Year Survey Was Administered**

| Age Category | Year Survey Was Administered |        |        |        |        |        |
|--------------|------------------------------|--------|--------|--------|--------|--------|
|              | 2009                         | 2011   | 2013   | 2015   | 2017   | 2019   |
| < 26 Years   | 42                           | 16     | 9      | 16     | 45     | 95     |
|              | 7.0%                         | 2.7%   | 1.8%   | 2.7%   | 6.9%   | 14.8%  |
| 26-35 Years  | 107                          | 60     | 22     | 60     | 104    | 100    |
|              | 17.8%                        | 10.1%  | 4.4%   | 10.1%  | 16.0%  | 15.6%  |
| 36-45 Years  | 154                          | 168    | 68     | 168    | 157    | 147    |
|              | 25.7%                        | 28.3%  | 11.3%  | 28.3%  | 24.1%  | 22.9%  |
| 46-55 Years  | 135                          | 128    | 114    | 128    | 121    | 109    |
|              | 22.5%                        | 21.6%  | 22.6%  | 21.6%  | 18.6%  | 17.0%  |
| 56-65 Years  | 90                           | 135    | 101    | 135    | 135    | 105    |
|              | 15.0%                        | 22.8%  | 20.0%  | 22.8%  | 20.7%  | 16.4%  |
| >66 Years    | 72                           | 86     | 191    | 86     | 89     | 85     |
|              | 12.2%                        | 14.5%  | 37.8%  | 14.5%  | 13.7%  | 13.3%  |
| Total        | 600                          | 593    | 505    | 593    | 651    | 641    |
|              | 100.0%                       | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Census age categories do not exactly match the age categories that have traditionally been used to report on Collin College’s Community Surveys. However, the survey data can be examined so as to provide more exact comparisons as to how closely the sample corresponds to the population in terms of the age distribution.

- Just under 10% of Collin County’s adult population falls within the 18- to 24-year age group compared to about 12% of the sample that falls within that age range.
- Another 21% of the County’s adult population falls within the 25- to 34-year age category compared to about 15% of the sample. This difference of six percentage points is a larger departure of the sample from the adult population that is seen in the other age groups, but it is not outside the bounds of normal variation for a sample of this size.

- About 24% of the County's adult population ranges from 35 to 44 years of age. In the sample, about 24% of respondents were within the 35- to 44-year age range.

Thus, the sample age group in the years prior to middle age represented about 52% of the sample while of people of that age in the total population comprised about 54%, or nearly the same proportion.

- Collin County residents in early middle age (45 to 54 years), comprised about 19% of the County's adult population in 2019, while they represented about 16% of the sample.
- Adult residents of the County in the late middle age group (55 to 64) represented about 15% of all adults. People in the same age group made up about 17% of the sample.

Middle aged residents made up 34% of the adult County population and about 34% of the sample. So, the sample captured middle aged respondents in exact proportion to their representation in the adult County population.

The oldest segment of the population, ranging in age from 65 years up, made up about 14% of the County's total adult population in 2019. That group comprised about 15% of survey respondents in the sample.

With the possible exception of the 25- to 34-year old group, it appears that the 2019 sample did an excellent job of reflecting Collin County's adult age distribution.

In 2019, respondents whose highest level of educational attainment (Table A-5) was a high school diploma or less comprised 12% of the sample, while they comprised about 22% of the County's adult population. Respondents with some college, but less than a baccalaureate, made up about 32% of the sample and about 29% of the adult population. Respondents with a baccalaureate degree or higher comprised 55% of the sample and 50% of the adult population. Thus, the 2019 sample did a much better job of capturing the population proportions than past surveys have done.

**Table A-5. Highest Educational Attainment by Year Survey Was Administered**

| Highest Educational Attainment          | Year Survey Was Administered |               |               |               |               |               |
|---|------------------------------|---------------|---------------|---------------|---------------|---------------|
|   | 2009                         | 2011          | 2013          | 2015          | 2017          | 2019          |
| High School Diploma or Less             | 72<br>12.1%                  | 47<br>7.8%    | 45<br>7.6%    | 47<br>7.8%    | 38<br>5.9%    | 78<br>12.3%   |
| Some College, Certif., or Assoc. Degree | 170<br>28.6%                 | 135<br>22.5%  | 143<br>24.0%  | 135<br>22.5%  | 165<br>25.5%  | 205<br>32.0%  |
| Baccalaureate or Higher                 | 352<br>59.3%                 | 418<br>69.7%  | 408<br>68.5%  | 418<br>69.7%  | 444<br>68.6%  | 351<br>55.4%  |
| Total                                   | 594<br>100.0%                | 600<br>100.0% | 596<br>100.0% | 600<br>100.0% | 647<br>100.0% | 634<br>100.0% |

Comparing data in Table A-6 to the Collin County population, it appears that the largest cities in Collin County (Allen, Frisco, McKinney, Plano, and Wylie) were reasonably well represented in the sample. The percentages of respondents in the sample from these five cities were within four percentage points of their representation within the various County population counts for 2019. No population estimates are available for the portions of Dallas and Richardson within Collin

**Table A-6. Locality of Residence by Year Survey Was Administered**

| Locality of Residence          | Year Survey Was Administered |               |               |               |               |               |
|--------------------------------|------------------------------|---------------|---------------|---------------|---------------|---------------|
|                                | 2009                         | 2011          | 2013          | 2015          | 2017          | 2019          |
| Allen                          | 72<br>12.0%                  | 69<br>11.5%   | 71<br>11.8%   | 69<br>11.5%   | 81<br>12.4%   | 73<br>11.4%   |
| Frisco                         | 57<br>9.5%                   | 62<br>10.3%   | 74<br>12.3%   | 62<br>10.3%   | 69<br>10.6%   | 67<br>10.5%   |
| McKinney                       | 100<br>16.7%                 | 105<br>17.5%  | 90<br>15.0%   | 105<br>17.5%  | 112<br>17.2%  | 130<br>20.3%  |
| Plano                          | 207<br>34.5%                 | 210<br>35.0%  | 219<br>36.5%  | 210<br>35.0%  | 190<br>29.2%  | 195<br>30.4%  |
| Dallas/Richardson              | 54<br>9.0%                   | 59<br>9.8%    | 59<br>9.8%    | 59<br>9.8%    | 58<br>8.9%    | 44<br>6.9%    |
| Wylie                          | 37<br>6.2%                   | 33<br>5.5%    | 39<br>6.5%    | 33<br>5.5%    | 33<br>5.1%    | 31<br>4.8%    |
| Other Collin County Locations* | 61<br>10.2%                  | 62<br>10.3%   | 48<br>8.0%    | 62<br>10.3%   | 108<br>16.6%  | 101<br>15.8%  |
| Not in Collin County           | 12<br>2.0%                   | na<br>na      | na<br>na      | na<br>na      | na<br>na      | Na<br>Na      |
| Total                          | 600<br>100.0%                | 600<br>100.0% | 600<br>100.0% | 600<br>100.0% | 651<br>100.0% | 641<br>100.0% |

\*In the 2013 administration, the only “other Collin County location” that was captured was Farmersville. Although there were no instructions to do so, the vendor that administered the survey targeted Farmersville. Why that happened is not clear. In past administrations of the survey, no specific “other” city was targeted, and the responses from “other Collin County locations” came from a variety of smaller communities throughout the County.

County, but residents of those areas made up 7% of the 2019 sample. This is probably a reasonable approximation of their proportion of the County population. Dallas, Richardson, the smaller communities, and unincorporated County land subsumed about 23% of the County's population in 2019. About 23% of the sample came from these areas, so the different communities and areas of Collin County appear to have been reasonably proportionately represented in the 2019 sample.

Census estimates for 2019 indicate that the median year for Collin County homeowners to have moved into their current residence was 2003. That means that the median years in current residence is 16 years. The median years at the current address for respondents to the 2019 Community Survey was 10.4 years. Thus, it appears that the 2019 sample may have overrepresented respondents with shorter durations at their current addresses than is true of the adult population as a whole.

**Table A-7. Years Lived in Collin County/at Current Address by Year Survey Was Administered**

| Years at Current Location | Year Survey Was Administered |               |               |               |               |               |
|---------------------------|------------------------------|---------------|---------------|---------------|---------------|---------------|
|                           | 2009                         | 2011          | 2013          | 2015          | 2017          | 2019          |
| <1 Year                   | 10<br>1.7%                   | na<br>na      | 10<br>1.7%    | 5<br>0.9%     | 15<br>2.3%    | 9<br>1.5%     |
| 1-3 Years                 | 119<br>19.8%                 | 151<br>25.7%  | 119<br>19.8%  | 80<br>14.6%   | 213<br>32.7%  | 187<br>31.3%  |
| 4-7 Years                 | 164<br>27.3%                 | 131<br>22.3%  | 164<br>27.3%  | 71<br>12.9%   | 106<br>16.3%  | 123<br>20.6%  |
| 8-10 Years                | 88<br>14.7%                  | 70<br>11.9%   | 88<br>14.7%   | 92<br>16.8%   | 67<br>10.3%   | 31<br>5.2%    |
| > 10 Years                | 219<br>36.5%                 | 236<br>40.1%  | 219<br>36.5%  | 301<br>54.8%  | 250<br>38.4%  | 248<br>41.5%  |
| Total                     | 600<br>100.0%                | 588<br>100.0% | 600<br>100.0% | 549<br>100.0% | 651<br>100.0% | 598<br>100.0% |

Note 1: The 2015 sample seems to have substantially oversampled residents who had lived in their current addresses for more than seven years, and especially those who had lived there for more than ten years. In a county with as much transience as Collin has, one must question the representativeness of a sample where over 70% of the sample lived at their current addresses for eight or more years.

Note 2: In the 2011 survey, either the vendor neglected to distinguish between respondents who had lived at their current addresses for less than one year and those who had lived there for one to three years, or the sample somehow happened to include no one who had lived at their current address for less than one year. Either way, there were no records identifying respondents who lived at their current addresses for less than one year.

Overall, with the exception of years lived at the current address, the new approach to sampling that was initiated in 2017 and repeated in 2019 appears to have been relatively successful in reflecting population subpopulations within the sample. The 2019 survey, in particular, may have been the most successful to date in this regard.



## **Appendix B**

### **2019 Community Survey Responses to Open-Ended Items**





## 2019 Community Survey Responses to Open-Ended Items

Item 9A asked respondents to what degree they would say that the Collin College campus with which they were most familiar offers a welcoming environment to community members. There were two open-ended follow-up questions.

### **Item 9B: What is it about the campus environment there that makes you feel that way about it.?**

| Response  | Frequency |
|---|-----------|
| A lot of international students   | 1         |
| A lot of people and very open environment   | 1         |
| Accessibility   | 1         |
| Aesthetics  | 1         |
| All of it   | 1         |
| Always hear about the college   | 1         |
| Ambience  | 1         |
| As an older student returning to college, I was made to feel welcome                    | 1         |
| Attended a couple events and the event coordinators were organized, prepared, welcoming | 1         |
| Attended work fair it was nice  | 1         |
| Average   | 1         |
| Based on experience going there   | 1         |
| Be enrollment for seniors   | 1         |
| Beautiful buildings and landscaping   | 1         |
| Because everyone are friendly   | 1         |
| Because I'm not familiar with their programs  | 1         |
| Because it helps me when I need help and all the people there are so nice and helpful   | 1         |
| Because my sister studied there she praises it  | 1         |
| Bright, clean, comfortable, great location  | 1         |
| Buildings   | 1         |
| Built up, but not intimidating  | 1         |
| Business/ Efficient/ Polite   | 1         |
| Campus is very clean and new  | 1         |
| Caring  | 1         |
| Cheap   | 1         |
| Clean   | 2         |

|   |   |
|---|---|
| Clean and chaotic   | 1 |
| Clean and not around a lot of businesses and in a non-disturbance area  | 1 |
| Clean nice environment  | 1 |
| Clean, modern   | 1 |
| Clean, new buildings are attractive   | 1 |
| Clean, spacious, open   | 1 |
| Close and easy to access  | 1 |
| Community activities and events such as 4th of July fireworks viewing and Plano Family Expo are regularly scheduled there | 1 |
| Community events, voting site   | 1 |
| Community friendly  | 1 |
| Convenient  | 1 |
| Convenient Location   | 1 |
| Convenient/ Good Area/ Good Transportation  | 1 |
| Credit classes and Continuing Education Classes offered   | 1 |
| Didn't seem friendly the few times I have been there  | 1 |
| Difficult to find buildings/ little directional information   | 1 |
| Difficulty in parking   | 1 |
| Diverse for all demographics  | 1 |
| Down to earth Professors  | 1 |
| Drive by  | 1 |
| Easily accessible and multiple locations  | 1 |
| Easily accessible from the road   | 1 |
| Easy access   | 1 |
| Easy access classes close by  | 1 |
| Easy access, walkable campus  | 1 |
| Easy to access  | 1 |
| Easy to find plenty of parking  | 1 |
| Easy to find, people seem hospitable  | 1 |
| Easy to follow directions for voting place/ everyone will help you  | 1 |
| Easy to get around  | 3 |
| Easy to navigate campus   | 1 |
| Easy to register /easy to get around/ professors are welcoming  | 1 |
| Easy to sign for classes, great campus  | 1 |
| Easy to visit and people are friendly and helpful   | 1 |
| Enjoy theater   | 1 |
| Event and plant operations staff support events, professional, helpful  | 1 |
| Every time I go to vote there, everything is signed correctly and everyone is super nice                                  | 1 |
| Everybody is nice   | 1 |
| Everyone had answers for you/ helped my son a lot with his dyslexia   | 1 |
| Everyone is friendly  | 2 |

|  |   |
|--|---|
| Everyone is friendly and the campus overall feels very safe  | 1 |
| Everyone is nice   | 1 |
| Everyone is smiling and speaking   | 1 |
| Everyone is so helpful and nice  | 1 |
| Everyone is very helpful and nice  | 1 |
| Everyone is very helpful. Professors are nice, encouraging, and make you want to succeed.              | 1 |
| Everyone just minds their own business, professors are mostly nice, and the campus is kept very clean! | 1 |
| Everyone that I have come in contact with has been nice and pleasant                                   | 1 |
| Everything   | 1 |
| Everything is easy to find   | 1 |
| Everything really  | 1 |
| Excellent campus   | 1 |
| Fine   | 1 |
| Fresh air, snack machines, decent people   | 1 |
| Fresh and new, but with nice landscaping, etc.   | 1 |
| Friendly   | 3 |
| Friendly and inviting  | 1 |
| Friendly and pleasant surroundings   | 1 |
| Friendly faces   | 1 |
| Friendly faculty   | 1 |
| Friendly people  | 2 |
| Friendly smiling faces   | 1 |
| Friendly staff   | 1 |
| Friendly staff. Very helpful.  | 1 |
| Friendly/ professors positive/ everyone has a pleasant attitude  | 1 |
| Fun  | 1 |
| Generally easy access across a large segment of the community with multiple campuses                   | 1 |
| Gives university feeling   | 1 |
| Good   | 1 |
| Good activity always going on. People seem to enjoy being there.                                       | 1 |
| Good marketing and word of mouth   | 1 |
| Good parking/ looks nice inside and out  | 1 |
| Grandchildren did well there   | 1 |
| Grandson   | 1 |
| Great  | 2 |
| Great campus   | 1 |
| Great city and great people  | 1 |
| Great environment  | 1 |
| Great facility   | 1 |

|   |   |
|---|---|
| Great professors, great diversity and welcoming   | 1 |
| Great programs  | 1 |
| Great school  | 1 |
| Green areas   | 1 |
| Green Field   | 1 |
| Green space   | 1 |
| Grounds and walk up appeal/ friendly staff  | 1 |
| Had a niece there study and good deans  | 1 |
| Happy   | 1 |
| Has a lot of open spaces and nice areas to work   | 1 |
| Have been there several times and like it   | 1 |
| Have heard from students that have gone there that they really enjoy the experience   | 1 |
| Healthy and very nature-focused   | 1 |
| Helpful staff   | 2 |
| High school, but I love the environment   | 1 |
| Hometown atmosphere   | 1 |
| Homey feeling   | 1 |
| Huge wide open spaces, people of all ages and ethnicity and social class standing around chilling out waiting on their classes to start   | 1 |
| I actually attended this school and getting in was a terrible experience because it seemed like no one knew what they were doing. I kept getting sent from line to line. It took hours. | 1 |
| I always felt welcome at this campus when I was attending   | 1 |
| I am aware of it but no direct interactions   | 1 |
| I am familiar with the location and not the campus environment  | 1 |
| I attended classes their a few years ago. I was older than some classmates but felt most welcome by staff and students.   | 1 |
| I don't like college  | 1 |
| I don't know anything about it  | 1 |
| I don't know much about the campus  | 1 |
| I don't know/ I feel neutral  | 1 |
| I feel good   | 1 |
| I feel like I am right at home on the campus  | 1 |
| I feel that they are welcoming to students of all backgrounds and ethnicities   | 1 |
| I have always felt comfortable there and have found it easy to navigate   | 1 |
| I haven't been there for several years, but it was always fun to use the library  | 1 |
| I think it's a nice clean looking campus with ample parking   | 1 |
| I went there  | 1 |
| I've been on the campus and 2 of my kids went there. Everyone was very friendly. The campus is very clean. It was a good way to get some college credit at a reasonable price.          | 1 |
| I've been there to attend basketball games and it's very appealing  | 1 |

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|--|---|
| I've been told by people that everyone associated with the college are helpful and friendly and give a good education                  | 1 |
| I've gone there to vote a couple times, nice people there  | 1 |
| Inviting atmosphere  | 1 |
| It beautiful, nice buildings   | 1 |
| It feels like a homey community  | 1 |
| It has all age groups. They have community events like races etc.  | 1 |
| It is a nice campus  | 1 |
| It is a nice campus. People are always willing to help on campus.  | 1 |
| It is bright, the layout. I go there to vote and everyone is always so nice there  | 1 |
| It is comfortable/ my son met a young man that he has had classes with at high school  | 1 |
| It is convenient for everyone to attend, nice and quiet campus   | 1 |
| It is easy to get to, easy to park at and easy to get around   | 1 |
| It is easy to meet people  | 1 |
| It is extremely welcoming  | 1 |
| It is in a close nit neighborhood across from a gym and water park   | 1 |
| It is just a basic campus  | 1 |
| It is nicely laid out and there is ample parking. Many access points but well-marked so you can get where you need to.                 | 1 |
| It is not easy to locate the building you have to get to   | 1 |
| It is ok - nothing special   | 1 |
| It is one of the few places that offers continuing education to the community  | 1 |
| It is open with trees, grass, attractive buildings   | 1 |
| It is very easy to navigate, you have a lot of help available and it is clean  | 1 |
| It is very safe  | 1 |
| It is well maintained  | 1 |
| It just looks like a lot of bland buildings  | 1 |
| It looks nice  | 1 |
| It seems very welcoming and the people are very friendly   | 1 |
| It very closely connects   | 1 |
| It's a beautiful building and easy to access   | 1 |
| It's a beautiful campus and located in a good spot   | 1 |
| It's a beautiful campus. There is plenty of parking, and it's easy to navigate among buildings.  | 1 |
| It's a nice and visually appealing campus, but I have never interacted with anyone from the school, so I don't know much else about it | 1 |
| It's a nice place  | 1 |
| It's aesthetically attractive  | 1 |
| It's big, in nice area, plenty of parking  | 1 |
| It's close to home, in a pretty area, priced right   | 1 |
| It's diversity, friendly   | 1 |
| It's in a nice area  | 1 |

|   |   |
|---|---|
| It's in a small area but it's a bit secluded off the main road away from traffic  | 1 |
| It's just so warming and inviting   | 1 |
| It's just there like any other structure. Not welcoming nor is it unwelcoming.  | 1 |
| It's laid out very well and you can find classrooms easily and the employees are always eager to help you               | 1 |
| It's not too big  | 1 |
| It's online   | 1 |
| It's open and easy to access  | 1 |
| It's open and friendly  | 1 |
| It's open, and they have apartments very close by   | 1 |
| It's perfect  | 1 |
| It's smaller and feels more familiar  | 1 |
| It's very casual and low stress kind of environment   | 1 |
| It's very opened and warmth in welcoming everyone   | 1 |
| It's a beautiful campus. I've attended many concerts there to see the jazz band in past years.                          | 1 |
| It's big and overwhelming. Hard to even locate the office or main building without someone needing to show you the way. | 1 |
| It's clean  | 1 |
| It's close by and everyone is very helpful and nice and welcoming   | 1 |
| It's close by and feels very welcoming  | 1 |
| It's cozy   | 1 |
| It's friendly with an open design to it   | 1 |
| It's inviting and makes you feel like your attending a university. It also provides a lot of resources                  | 1 |
| It's is very open the staff is typically very helpful but has bad moments   | 1 |
| It's large and beautiful  | 1 |
| It's local  | 1 |
| It's nice   | 1 |
| It's nice and warm  | 1 |
| It's online it's a website  | 1 |
| It's open and accommodating to all Individuals  | 1 |
| It's open and updated   | 1 |
| It's open spaced  | 1 |
| It's relaxed  | 1 |
| It's the way it's structured  | 1 |
| Its location and its layout   | 1 |
| Its small and doesn't feel overwhelming   | 1 |
| Just a normal college campus  | 1 |
| Just felt inviting  | 1 |
| Just seems small enough to be a fine college  | 1 |
| Know of it and that's a good school   | 1 |
| Lack of concern for people of my age who don't understand computers   | 1 |

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|---|---|
| Landscape and signage   | 1 |
| Large and open areas to gather between classes, plenty of parking   | 1 |
| Large campus, diverse group of students   | 1 |
| Large CCC letters on buildings  | 1 |
| Large offices but average staff   | 1 |
| Layout, availability of help  | 1 |
| Live the environment/ my son attended   | 1 |
| Local and affordable  | 1 |
| Local and close by  | 1 |
| Location  | 2 |
| Location and parking  | 1 |
| Location is park-like. Voting location.   | 1 |
| looks empty   | 1 |
| Looks nice  | 1 |
| Looks professional and nice   | 1 |
| Lots of activities for community members as well as students  | 1 |
| Lots of activity  | 1 |
| Lots of natural light   | 1 |
| Lots of parking, clean environment  | 1 |
| Lots of posters and literature  | 1 |
| Lots of resources for help  | 1 |
| Lots of way to become part of the school community, small class sizes, good instructors   | 1 |
| Many options  | 1 |
| Modern look and feel  | 1 |
| Mostly because I'm familiar with it   | 1 |
| My children went there I did not, so I really do not have an opinion on the environment   | 1 |
| My daughter attended classes there, I have no personal experience on campus   | 1 |
| My first year attending college at Spring Creek Campus was very welcoming and helpful, plus I made a lot of good friends there quite easily | 1 |
| My grandchildren attend and tell me it is very welcoming  | 1 |
| My opinion  | 1 |
| My son attend and he loves the environment  | 1 |
| My son went to Collin County Community College  | 1 |
| Nice  | 4 |
| Nice and clean  | 1 |
| Nice and friendly   | 1 |
| Nice area   | 1 |
| Nice but very busy  | 1 |
| Nice campus   | 1 |
| Nice campus near a park   | 1 |

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| Nice campus with friendly roads for jogs and good library  | 1 |
| Nice employees   | 1 |
| Non-college event  | 1 |
| Not crowded, athletic facilities   | 1 |
| Not enough information readily available regarding current events or activities on campus                          | 1 |
| Not inviting   | 1 |
| Not particularly welcoming to older students   | 1 |
| Not too big and easy to navigate   | 1 |
| Not very familiar with the campus  | 1 |
| Not very helpful staff   | 1 |
| Nothing  | 4 |
| Nothing special  | 1 |
| Nothing specific   | 1 |
| Offers continuing education  | 1 |
| Only been there 1 time   | 1 |
| Only been there once   | 1 |
| Only researched online, never been   | 1 |
| Only visited for an event and it was nice  | 1 |
| Open   | 3 |
| Open and airy lobby  | 1 |
| Open and airy. People very friendly.   | 1 |
| Open and full of students  | 1 |
| Open and green   | 2 |
| Open and inviting  | 1 |
| Open campus  | 1 |
| Open campus and easy access  | 1 |
| Open setting   | 1 |
| Open, nicely laid out  | 1 |
| Open/ inviting/ professors and staff very helpful  | 1 |
| Openness and students  | 1 |
| Parking is not very good, requires head in parking only, and typically is located a good distance from the classes | 1 |
| Peaceful   | 1 |
| Peaceful inviting  | 1 |
| People are friendly  | 1 |
| People have always been very helpful   | 1 |
| People I know say it is nice   | 1 |
| People smile at you  | 1 |
| Perception   | 1 |
| Pretty landscaping, fountains, lots of areas to sit  | 1 |
| Professors very accommodating  | 1 |



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|---|---|
| Proximity   | 2 |
| Receive mailed flier in a regular basis   | 1 |
| Registration lines are ridiculous and not enough online or night classes available. Most classes become full before you even realize it's time to choose them. It makes it difficult to want to go to this campus because the classes in need just aren't available | 1 |
| Registration was hard   | 1 |
| Reminds me of a mall  | 1 |
| Roomy well landscaped   | 1 |
| Scenery is welcoming  | 1 |
| School  | 1 |
| Security/ not around much / a person feels safe just to sit and read a book   | 1 |
| See it from street  | 1 |
| Since it just a community college it doesn't feel as intimidating. Don't get me wrong it still scary to approach but not the worst  | 1 |
| Size  | 1 |
| Small   | 2 |
| Small and cozy  | 1 |
| Small campus  | 3 |
| Small campus, not overwhelming  | 1 |
| Small close environment   | 1 |
| Small intimate campus   | 1 |
| Smaller classes   | 1 |
| Smaller communities focus   | 1 |
| Smart   | 1 |
| So far it's going well  | 1 |
| Someone is always there to help   | 1 |
| Spread out across from a farm   | 1 |
| Staff   | 1 |
| Staff and admin   | 1 |
| Staff are welcoming and helpful   | 1 |
| Staff help made my daughter comfortable with the college  | 1 |
| Staff is very helpful   | 1 |
| Staff members   | 1 |
| Staff was friendly  | 1 |
| Students  | 1 |
| Students are seriously involved   | 1 |
| Teachers  | 1 |
| Teachers are helpful and the students provide a great supportive community  | 1 |
| Teachers are very engaging  | 1 |
| Teachers are welcoming  | 1 |
| That it's open  | 1 |

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| The campus hosts community events, so I had been to the campus long before (and many times) before ever attending a class  | 1 |
| The campus is big and nice   | 1 |
| The campus is clean and well-kept  | 1 |
| The campus is convenient and easy to get around, and people seem eager to help   | 1 |
| The campus is easy to get to and is very attractive from a distance. It appears to have lots of parking. There is a free newspaper type mailing I receive frequently as a resident of McKinney that highlights career-oriented training which is extremely relevant to me. | 1 |
| The campus is layer out so it is easy to get around  | 1 |
| The campus isn't too large and the classroom sizes are comfortable   | 1 |
| The campus looks lonely when I have visited and can seem unwelcoming at times compared to universities I have been in  | 1 |
| The campus looks new and modern  | 1 |
| The cleanliness  | 1 |
| The faculty doesn't show much in the students  | 1 |
| The front desk person is very nice   | 1 |
| The good looking chicks  | 1 |
| The high school by it looks new  | 1 |
| The landscaping and the inviting entry way   | 1 |
| The layout of the campus is inviting to anyone seeking to expand their educational experience  | 1 |
| The library  | 1 |
| The outside isn't very inviting, seems quite closed off  | 1 |
| The people are friendly and inviting   | 1 |
| The people are kind  | 1 |
| The people that worked for the school seemed racist towards minority's   | 1 |
| The Plano/Spring Creek campus has a disjointed layout, poor signage and parking. The McKinney North location is far more inviting, you can clearly find what you are looking for and the staff seemed inviting and encouraging   | 1 |
| The processes are extremely long, and most professors just treat you like a number. The interaction is very limited, and online courses are much the same.   | 1 |
| The professor saying the they will be able to guide me around for any help   | 1 |
| The programs they have   | 1 |
| The representatives would come to my old high school   | 1 |
| The space  | 1 |
| The staff  | 2 |
| The staff and students there are very kind and welcoming   | 1 |
| The staff are really friendly and helpful. The environment is really clean and well kept.  | 1 |
| The staff have been extremely helpful!   | 1 |
| The staff is so kind   | 1 |
| The staff is usually friendly  | 1 |
| The staff is very nice   | 1 |

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| The surrounding area   | 1 |
| The variety of classes that's offered and the diversity it represents  | 1 |
| Their counselors are not overly helpful  | 1 |
| There are always people in the library on the common everywhere  | 1 |
| There are many meeting rooms and buildings   | 1 |
| There are no mobs with torches and pitchforks  | 1 |
| There are no special features; it's just a run of the mill, no frills campus. There are no signs directing people where to go for particular visits. | 1 |
| There are people to greet you at the front desk, they are readily available to explain what is necessary for registering, tuition, etc.              | 1 |
| There isn't any color and it makes it seem unwelcoming   | 1 |
| They always have community events  | 1 |
| They are friendly and the colleges are a lot easier than university when I was there   | 1 |
| They are open towards local students   | 1 |
| They are so pleasant   | 1 |
| They are super nice every time we have come in contact   | 1 |
| They are trying to expand their degrees  | 1 |
| They are very inviting to the student  | 1 |
| They do a lot of things for the community  | 1 |
| They have ample parking, nice student development center   | 1 |
| They have local community meeting held there   | 1 |
| They have the smallest campus of the three. They take extra steps to provide not only career opportunities but social ones as well.                  | 1 |
| They host several events   | 1 |
| They made everything easy and were very helpful  | 1 |
| They offer flexible timings  | 1 |
| They put lots of signs up to make you feel welcome and throw giant gatherings for students   | 1 |
| Took a night class many years ago  | 1 |
| Use of facilities  | 1 |
| Very accessible and well run   | 1 |
| Very clean, the staff seem to be pretty friendly as well   | 1 |
| Very comfortable   | 1 |
| Very friendly people and staff   | 1 |
| Very friendly/ they greet you/ ask where you want to go  | 1 |
| Very helpful/ friendly people/ helpful courses   | 1 |
| Very laid back. Easy to get around campus. Organized.  | 1 |
| Very modern and clean  | 1 |
| Very nice and helpful  | 1 |
| Very nice staff  | 1 |
| Very open and airy   | 1 |
| Very open and easy to get around   | 1 |
| Very open and spaced out   | 1 |

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| Very opening and welcoming to new students   | 1          |
| Very well maintained   | 1          |
| Welcoming  | 1          |
| Well diverse staff and students  | 1          |
| Well kept  | 2          |
| Well laid out plan   | 1          |
| Well lit, good parking   | 1          |
| Well maintained  | 3          |
| Went there with my husband and son, very nice campus and people were friendly  | 1          |
| Went to school there   | 1          |
| When we enrolled my son the staff couldn't have been more information helpful  | 1          |
| Whenever I'm near it seems empty   | 1          |
| While I have not personally visited the campus, I am told by students that there is a feeling of warmth and "family" at that campus - that the staff sincerely cares about the students. | 1          |
| Wired  | 1          |
| <b>Don't Know</b>  | <b>82</b>  |
| <b>No Response</b>   | <b>78</b>  |
| <b>Total</b>   | <b>641</b> |

**Item 9C: How could Collin College make its campus environments more welcoming to community members?**

| <b>Response</b>   | <b>Frequency</b> |
|---|------------------|
| A staff member greeting students  | 1                |
| Add cosmetologist to course curriculum                                      | 1                |
| Add course  | 1                |
| Add dormitories or some type of housing                                     | 1                |
| Add more academic courses   | 1                |
| Add signage to particular areas, i.e. administration, gym, classrooms, etc. | 1                |
| Advertise   | 1                |
| Advertise use of facilities more to residents                               | 1                |
| Advertise what they offer to non-students                                   | 1                |
| Advertise what they offer to the people who go by                           | 1                |
| Advertisement   | 1                |
| Advertising   | 1                |
| Advisors act put out/ advisors should be more friendly                      | 1                |
| Already are doing that/ offering bachelor's degrees                         | 1                |
| Already there it is a very welcoming place                                  | 1                |
| Always having community activities on campus                                | 1                |
| Attractive and well kept  | 1                |

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| Attractive signage for directions from outer areas to specific areas  | 1 |
| Be friendly, support the students, believe them, help them when they are struggling, engage in community activities   | 1 |
| Be more lively  | 1 |
| Be more relaxed   | 1 |
| Be more selective   | 1 |
| Beautification of property  | 1 |
| Better advertise itself as a welcoming and open community so everyone is better informed about them   | 1 |
| Better community outreach   | 1 |
| Better foreign language capabilities  | 1 |
| Better online maps  | 1 |
| Better organized communication with staff members   | 1 |
| Better outdoor signage  | 1 |
| Better parking  | 2 |
| Better security   | 1 |
| Better signage  | 5 |
| Better signage so those of us unfamiliar with the campus could find our way around better   | 1 |
| Better signage stating what the building is for etc.  | 1 |
| Better signage--sometimes hard to find rooms/locations  | 1 |
| Better signage, parking and staffing with a personal touch. People do not want to feel like a number, check or credit card swipe.                                     | 1 |
| Better signs  | 1 |
| Better training   | 1 |
| Better wait times   | 1 |
| Bigger library  | 1 |
| Bigger sign on location   | 1 |
| Bringing back the cafeteria! The classes and professors are already good in my experience, but the cafeteria made it feel like somewhere I could study all day at too | 1 |
| Buildings better marked   | 1 |
| By advertising through other avenues  | 1 |
| By doing what they are currently doing, adding more locations like the one coming to Wyllie   | 1 |
| By having a more grand and obvious welcome structure such as a brick facade at the entry clearly stating the college and campus name                                  | 1 |
| By offering a wide variety  | 1 |
| By offering courses that help students become professionals   | 1 |
| By offering various courses   | 1 |
| By their behavior   | 1 |
| Campus looks nice to me   | 1 |
| Can't   | 1 |
| Changing the stigma around going to community college   | 1 |
| Circulate more information on courses that can improve work skills  | 1 |

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| Community events   | 1 |
| Community outreach program   | 1 |
| Concierge  | 1 |
| Continue to be personable  | 1 |
| Create more opportunities to learn about the campus  | 1 |
| Does a good job right now  | 1 |
| Doing fine   | 1 |
| Dorms and daycare centers  | 1 |
| Encourage more community events  | 1 |
| Events for seniors   | 1 |
| Everything   | 1 |
| Expand more, not enough building   | 1 |
| Extend dart light rail to the college  | 1 |
| Figure out how to make things quickly and hire more efficient people   | 1 |
| Free adult education short courses of various social needs/interests   | 1 |
| Free beer  | 1 |
| Free smoothies   | 1 |
| Free stuff   | 1 |
| Friendlier people  | 2 |
| Get more good looking chicks   | 1 |
| Get some staff who know the law  | 1 |
| Give better information and don't transfer me everywhere for more info   | 1 |
| Give free donuts and coffee daily  | 1 |
| Good   | 1 |
| Good college   | 1 |
| Good instructors   | 1 |
| Great  | 2 |
| Great as is  | 1 |
| Great programs   | 1 |
| Grow and become more popular   | 1 |
| Hashtag on social media  | 1 |
| Have a camp for new students   | 1 |
| Have a marquee near main road with information   | 1 |
| Have a open to public health day   | 1 |
| Have a welcome center  | 1 |
| Have and promote a user friendly app for visitors or community members to use to help the visit go more smoothly | 1 |
| Have free course attendance for the senior community that's been paying the taxes for them for the last 35 years | 1 |
| Have free public events for children and seniors   | 1 |
| Have more activities for the community   | 1 |
| Have more events for community members   | 1 |

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| Have more info at local events   | 1 |
| Have more meeting there  | 1 |
| Have more open houses  | 1 |
| Have more school events  | 1 |
| Have more signs to see the campus. It's kind of hidden   | 1 |
| Have preview nights of continuing education  | 1 |
| Have someone on staff who can sign   | 1 |
| Have students obey speed limit of 40 on spring creek parkway   | 1 |
| Have transportation to and from campus. That's probably impossible, but that's my answer.  | 1 |
| Having more events there   | 1 |
| Help students/ have contact with parents   | 1 |
| Helpful  | 1 |
| Hire more quality teachers   | 1 |
| Hire more staff whose focus would be to guide incoming students and help them navigate the campus with ease  | 1 |
| Hire people with good customer services skills   | 1 |
| Hold and promote regular events for the local community  | 1 |
| Hold costs   | 1 |
| Hold discovery events to entice new students   | 1 |
| Hold more events   | 1 |
| Hold more events for the community at their campus   | 1 |
| Host community events  | 1 |
| Host events and open house   | 1 |
| Host more community events   | 1 |
| Host more community learning at affordable prices  | 1 |
| I am not sure they can unless they provide more safe zones especially parking  | 1 |
| I am pretty new to the area, so I'm not sure what they are doing now, but I only knew about the campus because I drive by it several times per week. Maybe more publicity? Social media? | 1 |
| I believe more events on campus could bring a more welcoming atmosphere  | 1 |
| I can't think of anything. The architecture is beautiful, well labeled, and plenty of parking.   | 1 |
| I don't feel they could make any better adjustment   | 1 |
| I don't know if there are any public events that take place there other than voting/ maybe offer that and advertise to the neighborhood  | 1 |
| I don't think about it as I graduated college 20 years ago   | 1 |
| I don't think they can really, it's a great school!  | 1 |
| I don't think they could. I think it was perfect the way it is.  | 1 |
| I don't know it's really welcoming   | 1 |
| I had no problem   | 1 |

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|---|---|
| I have severe anxiety and honestly the older women that approach to help make me feel calmer in any environment. I know that sounds dumb but I feel like college is scary for a lot of people, and overwhelming. Just by making sure you have the right friendly faces greeting and helping can change a lot. | 1 |
| I like it   | 1 |
| I never see anything on social media about Collin College. I think that would be something to help  | 1 |
| I think if there were a way to incorporate a short but comprehensive online presentation about each campus would make it more welcoming to community members  | 1 |
| I think it is doing a great job so far so perhaps keep it up  | 1 |
| I think it is fine as is  | 1 |
| I think they are adequately welcoming   | 1 |
| I would be interested   | 1 |
| I would like to see a more personable experience when visiting the campus and interacting with staff member   | 1 |
| If somebody is lonely then try to get to know them are try to be friends  | 1 |
| If they would help with directions around the campus  | 1 |
| Improve parking?  | 1 |
| Improve website   | 1 |
| Increase more meet and greet of college teachers  | 1 |
| Interaction of professionals  | 1 |
| Introductions   | 1 |
| It could be more appealing to the eye   | 1 |
| It would be nice if they hire full time professors  | 1 |
| It's a community based college/ has extended continuing education program offered to the community  | 1 |
| It's already doing a good job   | 1 |
| It's fine as is   | 1 |
| It's pretty welcoming already   | 1 |
| It's very great   | 1 |
| It'd be more helpful if the staff at the main office were more kind   | 1 |
| It's already doing that   | 1 |
| It's cheap  | 1 |
| It's fine don't need nothing  | 1 |
| It's honestly perfect. They will give tours they have maps. They have counselors to help with any questions.  | 1 |
| It's very safe  | 1 |
| Just a warmer atmosphere  | 1 |
| Just continue caring  | 1 |
| Just ensure my safety while I am on the campus  | 1 |
| Just keep doing the same thing they're already doing  | 1 |
| Keep doing what they are currently doing  | 1 |
| Keep promoting a clean campus   | 1 |



|   |   |
|---|---|
| Keep up the great work it is a very nice school   | 1 |
| Kinder front desk managers  | 1 |
| Less restrictive of conservative view points  | 1 |
| Less smokers  | 1 |
| Less weirder  | 1 |
| Let us know what we could do there  | 1 |
| Local, inviting and diverse   | 1 |
| Looks like a nice campus  | 1 |
| Lower costs   | 1 |
| Mail  | 1 |
| Make appearance look more busier  | 1 |
| Make it more college like in appearance   | 1 |
| Make the facilities open and available to more people than just the students who go there   | 1 |
| Make the library accessible to the community  | 1 |
| Make the library accessible to the public   | 1 |
| Make their campus a bit less confusing, I'm never sure where I'm going  | 1 |
| Market stronger the things residents might like to participate in like art exhibits/sales, theater productions, etc. I miss knowing about these things that I was aware of while a student there. | 1 |
| Market to older persons   | 1 |
| Maybe add a food court on campus with established restaurants serving food, rather than just a cafeteria that's smaller than my high school cafe  | 1 |
| Maybe be more involved with the community and making more effort to make the college known to the area.   | 1 |
| Maybe easier visibility of the campus   | 1 |
| Maybe expand parking  | 1 |
| Maybe more security. Campus police is not that visible and put some traffic lights out to prevent accidents   | 1 |
| Monthly focus group   | 1 |
| More "college-ish"  | 1 |
| More accessible to the students   | 1 |
| More activities for students  | 1 |
| More advertising  | 2 |
| More and better staff   | 1 |
| More community events and communication about them  | 1 |
| More community related activities   | 1 |
| More counselors and open offices  | 1 |
| More courses for retired people   | 1 |
| More decoration and warmth  | 1 |
| More diverse  | 1 |
| More education opportunities  | 1 |
| More events with the school   | 1 |

|  |    |
|--|----|
| More future student type events  | 1  |
| More green   | 1  |
| More green spaces, or more outside decoration  | 1  |
| More handicap parking  | 1  |
| More inclusive groups and activities   | 1  |
| More interaction   | 1  |
| More lighted signs   | 1  |
| More modern buildings and/or decoration  | 1  |
| More network   | 1  |
| More nice places to sit outside to study   | 1  |
| More online classes as well  | 1  |
| More open areas for pedestrians  | 1  |
| More open houses   | 2  |
| More outreach  | 1  |
| More parking   | 3  |
| More parking and someplace to have coffee/snacks                                     | 1  |
| More parking spaces  | 1  |
| More parking. More of a collegiate atmosphere, decor , less impersonal office suite. | 1  |
| More private rooms in the library and nicer seats in the common areas                | 1  |
| More scholarships for minorities   | 1  |
| More seating areas   | 1  |
| More security  | 1  |
| More senior classes  | 1  |
| More shaded (by trees) parking   | 1  |
| More signage   | 2  |
| More social events   | 1  |
| More social media or be advertising  | 1  |
| More student groups  | 1  |
| More student led tours   | 1  |
| More students being evolved in welcoming   | 1  |
| More topiaries, statues, fountains   | 1  |
| More union functions   | 1  |
| Move to Plano  | 1  |
| Need to change except more signs showing name of building                            | 1  |
| Need to provide more courses for a specific career                                   | 1  |
| Never been there   | 1  |
| No changes   | 1  |
| No improvement needed  | 1  |
| No opinion   | 2  |
| No response  | 36 |
| No suggestions   | 2  |

|   |    |
|---|----|
| None  | 3  |
| None that I know of   | 1  |
| Not applicable  | 1  |
| Not being racist  | 1  |
| Not familiar  | 1  |
| No [improvements] needed. The campus was renovated in 2009 and in 2016 added a state-of-the-art health science center.  | 1  |
| Not sure looks good to me   | 1  |
| Not sure- but natural light and greenery go a long way  | 1  |
| Not sure- it's a community college so I don't know that it's all that necessary   | 1  |
| Not sure, except to have the highest caliber instructors  | 1  |
| Not that familiar   | 1  |
| Not that I know of  | 1  |
| Nothing   | 17 |
| Nothing at all  | 1  |
| Nothing comes to mind   | 3  |
| Nothing comes to mind other than have more marketing present in the local community. Free courses for seniors is already offered I think, but perhaps offer all citizens some access to free courses of their interest. | 1  |
| Nothing different   | 1  |
| Nothing I can think of  | 1  |
| Nothing much they can do  | 1  |
| Nothing really  | 1  |
| Nothing specific  | 1  |
| Nothing that I can think of   | 1  |
| Nothing. It is fine.  | 1  |
| Offer advice to visitors  | 1  |
| Offer deep discounts for residents residing in Collin County and provide ample parking  | 1  |
| Offer free community events on campus   | 1  |
| Offer free tuition  | 1  |
| Offer more community engagement activities  | 1  |
| Offer more continuing education classes online  | 1  |
| Offer more evening and Saturday classes   | 1  |
| Offer more online classes   | 1  |
| Offer more personal help with applying and registering online/ an introductory course to the latest software being used for applying and registering online   | 1  |
| Open  | 1  |
| Open door policy  | 1  |
| Open house  | 3  |
| Open houses   | 1  |
| Organize activities   | 1  |
| Orientation?  | 1  |

|  |   |
|--|---|
| Parking  | 1 |
| People greet you   | 1 |
| Plant more trees   | 1 |
| Possibly, they could offer more outreach and social events   | 1 |
| Promote  | 1 |
| Provide daycare for students   | 1 |
| Provide more adult education course  | 1 |
| Provide more assistance to helping new students create their degree plans  | 1 |
| Send enticing invitations or have community get-togethers  | 1 |
| Service  | 1 |
| Show more interest when people walk into offices for help  | 1 |
| Showcase that the facilities are open to the public  | 1 |
| Special events   | 1 |
| Special events like free English classes/ different plays outside in the evenings/ free seminars   | 1 |
| Stay green   | 1 |
| Stop charging me taxes   | 1 |
| The Collin could host events for the communities they serve  | 1 |
| The environment is nice, the people are polite and welcoming   | 1 |
| The Frisco Campus has done a good job. The only complaint I have is the lack of care given to the trees on the out[er] edge of the property. These trees are at least 10 years old and have not grown an inch since they were planted. Some of them have died. | 1 |
| The grass and flower garden is really beautiful  | 1 |
| The ones I've been to are welcoming  | 1 |
| The staff and add some color or more calming fountains   | 1 |
| The staff could always act friendlier  | 1 |
| The student activities gives you a college experience  | 1 |
| There is nothing to change   | 1 |
| There isn't anything   | 1 |
| They allow dual credit in our high schools   | 1 |
| They already are   | 1 |
| They are doing a great enough job  | 1 |
| They are very nice   | 1 |
| They could have a sports team that people could go and watch   | 1 |
| They could have more variety of courses  | 1 |
| They could issue the new bachelor in cybersecurity for international students  | 1 |
| They could make use of more decor inside, warmer colors, maybe have a greeter to point you where you need to go especially during intersession   | 1 |
| They do a good job   | 1 |
| They do a good job now   | 1 |
| They do a great job, more access to counselors   | 1 |
| They give away free stuff and they are very cheap  | 1 |

|   |            |
|---|------------|
| They greet you a lot  | 1          |
| They make it nice   | 1          |
| They seem to do a great job with advertising                            | 1          |
| They're already doing a great job. I can't think of any way to improve. | 1          |
| They're perfect how they are  | 1          |
| Too old for college classes not important to me                         | 1          |
| Traffic patterns are really messed up                                   | 1          |
| Update the interior of the building                                     | 1          |
| Upgrade older buildings   | 1          |
| Very welcoming  | 2          |
| Warm and welcoming people   | 1          |
| Welcome center  | 1          |
| Welcome committee   | 1          |
| Welcome older students  | 1          |
| Younger teachers  | 1          |
| <b>Don't Know</b>   | <b>109</b> |
| <b>No Response</b>  | <b>77</b>  |
| <b>Total</b>  | <b>641</b> |

**12: What events have you attended at Collin College in the last year such as lectures, plays, sporting events, or meetings?**

| <b>Response</b>                        | <b>Frequency</b> |
|--|------------------|
| 380 Highway meeting                    | 1                |
| 4th of July fireworks celebration      | 1                |
| A dinner                               | 2                |
| A gardening class                      | 1                |
| A talk and meet and greet by an author | 1                |
| ACT test                               | 1                |
| Annual program                         | 1                |
| Art Gallery                            | 1                |
| Art institute of Dallas                | 1                |
| Attended classes/ lectures             | 1                |
| Auteur film series                     | 1                |
| Balloon festival                       | 1                |
| Band/orchestra concert at Plano campus | 1                |
| Baseball game                          | 1                |
| Basketball game                        | 1                |
| Be a better student lecture            | 1                |
| Biology                                | 1                |
| Blood drive                            | 1                |

|                                 |   |
|---------------------------------|---|
| Career fair                     | 2 |
| CEU credit                      | 1 |
| Charity event                   | 1 |
| Classes                         | 8 |
| Coding                          | 1 |
| College athletic conference     | 1 |
| College open house              | 1 |
| Community                       | 1 |
| Community forums                | 1 |
| Company town hall meeting       | 1 |
| Concert                         | 1 |
| Continue education              | 1 |
| Continuing education instructor | 1 |
| Costco employee meeting         | 1 |
| Dance class                     | 1 |
| Dancing event                   | 1 |
| Dante                           | 1 |
| Delivered food                  | 3 |
| Delivering A Brighter Future    | 1 |
| Drums                           | 1 |
| Economics                       | 1 |
| Employment fairs                | 1 |
| Employment panels               | 1 |
| ESL                             | 1 |
| Event                           | 1 |
| Farmers market                  | 1 |
| Fast                            | 1 |
| Financial                       | 1 |
| Financial studies               | 1 |
| Food trucks                     | 1 |
| Football                        | 1 |
| Forensics science panel         | 1 |
| Fun                             | 1 |
| Fund raiser                     | 1 |
| Game                            | 1 |
| Good Fun Fast                   | 1 |
| Government                      | 1 |
| Green home show                 | 1 |
| Gym                             | 1 |
| Halloween                       | 1 |
| Health fair                     | 1 |

|   |    |
|---|----|
| History                                   | 1  |
| HOA meetings                              | 2  |
| Ignite at Collin College monthly meetings | 1  |
| Info sessions                             | 1  |
| Interview for health program              | 1  |
| Jazz concerts                             | 3  |
| Job fair                                  | 1  |
| Just between friends                      | 1  |
| Lectures                                  | 13 |
| Library election meeting                  | 1  |
| Martin Luther King Breakfast Event        | 2  |
| Meetings                                  | 2  |
| Microbiology                              | 1  |
| Military ball                             | 1  |
| Movies                                    | 1  |
| Much Ado About Nothing play               | 1  |
| Music performance                         | 2  |
| My father-in-law's retirement party       | 1  |
| Nursing                                   | 1  |
| Nursing graduation                        | 1  |
| One winter literature class               | 1  |
| Orchestra concert at Plano campus         | 1  |
| Organic Chemistry 2                       | 1  |
| Orientation                               | 1  |
| Photography                               | 1  |
| Piano                                     | 1  |
| Plano family expo                         | 1  |
| Plays                                     | 6  |
| Political meetings                        | 1  |
| Pop up events in the hallways             | 1  |
| Programs                                  | 1  |
| Public input on a new education program   | 1  |
| Rape prevention panel                     | 1  |
| Recruiting event                          | 1  |
| Research road map                         | 1  |
| RN pinning ceremony                       | 1  |
| Seminar                                   | 2  |
| Show                                      | 1  |
| Singing                                   | 1  |
| Small concert                             | 1  |
| Soccer game                               | 1  |

|   |            |
|---|------------|
| Sociology lectures                        | 1          |
| Sporting events                           | 3          |
| Spring fest                               | 1          |
| Step                                      | 1          |
| Student games                             | 1          |
| Student writers' panel                    | 1          |
| Study hall                                | 1          |
| Taxes                                     | 1          |
| Tennis tournaments                        | 1          |
| Test                                      | 1          |
| Texas instruments meetings                | 1          |
| Texas Tech classes                        | 1          |
| Theater performances                      | 2          |
| Ticket stock                              | 1          |
| Tours                                     | 1          |
| Training classes                          | 1          |
| US History                                | 1          |
| Violin and guitar concert at Plano campus | 1          |
| Volunteer fairs                           | 1          |
| Voting                                    | 18         |
| Weekend lectures (misc. topics)           | 1          |
| Work studies                              | 1          |
| Workshops                                 | 1          |
| Writing                                   | 1          |
| Writing seminar                           | 1          |
| <b>No Response</b>                        | <b>522</b> |
| <b>Total</b>                              | <b>641</b> |

**Item 13: What are two or three of Collin College's educational programs that you consider to be of excellent quality?**

| <b>Response</b>      | <b>Frequency</b> |
|----------------------|------------------|
| Accounting           | 3                |
| Adult Education      | 2                |
| Amberton College     | 1                |
| Annual event program | 1                |
| Annual program       | 1                |
| Anthropology         | 1                |
| Architecture         | 1                |
| Art                  | 8                |
| Arts                 | 4                |
| Associate degree     | 2                |



|  |    |
|--|----|
| Associate of Science                         | 2  |
| Associate of science at mathematics          | 1  |
| Automotive                                   | 2  |
| Bachelor's programs                          | 2  |
| Basic courses                                | 3  |
| Beginning Algebra                            | 1  |
| Biology                                      | 2  |
| Biophysics                                   | 1  |
| Business                                     | 23 |
| Business Administration                      | 1  |
| Business Management                          | 2  |
| Career Development                           | 1  |
| Certificate programs                         | 2  |
| Child development                            | 1  |
| CISCO Certification program                  | 1  |
| Cloud Security                               | 1  |
| CNA  | 1  |
| College classes in high school               | 1  |
| College Prep                                 | 1  |
| Communications                               | 2  |
| Comptia certification                        | 1  |
| Computer Engineering                         | 1  |
| Computer information systems program         | 1  |
| Computer Programming                         | 6  |
| Computer Science                             | 4  |
| Computer tech                                | 1  |
| Computers                                    | 15 |
| Construction                                 | 1  |
| Construction Management                      | 1  |
| Continuing Education                         | 7  |
| Cooking                                      | 1  |
| Core courses                                 | 2  |
| Counting                                     | 1  |
| Criminal Justice                             | 3  |
| Culinary                                     | 5  |
| Cybercrime                                   | 1  |
| Cybersecurity                                | 4  |
| Dance  | 4  |
| Degree transfer to other colleges            | 1  |
| Dental                                       | 3  |
| Dental Assistant training                    | 1  |
| Dental Hygiene                               | 6  |
| Digital Marketing                            | 1  |
| Doctorate program                            | 1  |
| Drafting                                     | 1  |
| Dual credit courses for high schools         | 2  |
| Dual credit courses with Prosper High School | 1  |
| Early child care                             | 1  |

|   |    |
|---|----|
| Early education   | 1  |
| Education   | 11 |
| Electrical  | 1  |
| Electronics   | 1  |
| Elementary Education                                    | 2  |
| Emerging Media and Communications                       | 1  |
| EMT   | 5  |
| Engineering   | 3  |
| English   | 3  |
| English as a second language for international students | 1  |
| English composition                                     | 1  |
| Entrepreneurship  | 2  |
| Entry level courses                                     | 1  |
| ESL classes   | 1  |
| Exercise courses  | 1  |
| Exercise courses for seniors                            | 1  |
| Fast Track  | 1  |
| Finance   | 1  |
| Financial markets                                       | 1  |
| Fine Arts   | 1  |
| Fire Academy  | 4  |
| Fire Science  | 4  |
| Football  | 1  |
| Foundation day  | 1  |
| Foundation scholarship                                  | 1  |
| Games   | 1  |
| General business  | 1  |
| General education classes                               | 2  |
| Geographic art program                                  | 1  |
| GIS   | 1  |
| Government  | 2  |
| Graphic Arts  | 1  |
| Guitar  | 1  |
| Health sciences   | 5  |
| Healthcare  | 1  |
| Healthcare (coder, billing, etc.)                       | 1  |
| Higher education  | 1  |
| Honors program  | 1  |
| Honors Society  | 1  |
| Humanities  | 1  |
| HVAC  | 1  |
| Information Technology                                  | 5  |
| Insurance training                                      | 1  |
| Interior Design   | 2  |
| IT  | 3  |
| Jazz concerts   | 1  |
| Joint program with Plano West High School               | 1  |
| Language  | 2  |

|  |    |
|--|----|
| Law  | 1  |
| Law Enforcement  | 3  |
| Liberal Arts   | 1  |
| Literacy   | 1  |
| Live sound recording   | 1  |
| Master's   | 1  |
| Mathematics  | 11 |
| Mechanics  | 1  |
| Medical  | 2  |
| Medical Assisting  | 3  |
| Medical programs   | 2  |
| Medical Terminology  | 1  |
| Medicine   | 2  |
| Mentor program   | 1  |
| Music  | 6  |
| Network  | 1  |
| Network Engineering  | 1  |
| Not sure specifically, but I know tons of people that talk about the school all the time that go there or graduated from there | 1  |
| Nursing  | 77 |
| Online education   | 1  |
| Paralegal  | 1  |
| Paramedic  | 2  |
| Pharmacology   | 1  |
| Philosophy   | 2  |
| Photography  | 1  |
| Physics  | 1  |
| Police Academy   | 2  |
| Police training  | 1  |
| Political Science  | 1  |
| Polysomnography  | 1  |
| Pre-Pharmacy   | 1  |
| Programming  | 2  |
| Psychology   | 1  |
| Psychology   | 1  |
| Public Safety training   | 2  |
| Radiologist  | 1  |
| Real Estate  | 4  |
| Regular course   | 1  |
| SAIL program   | 1  |
| School   | 1  |
| Sciences   | 5  |
| Singing  | 1  |
| Social work  | 1  |
| Spanish  | 2  |
| Sporting event   | 1  |
| Spreadsheets   | 1  |
| Starter college courses  | 1  |

|                                  |            |
|----------------------------------|------------|
| Teaching                         | 3          |
| Technical degree programs        | 5          |
| Test Prep                        | 1          |
| Theater                          | 9          |
| Trades                           | 2          |
| Transferring to a 4 year college | 1          |
| University of Texas at Dallas    | 2          |
| Vet Tech                         | 2          |
| Vocational programs              | 1          |
| Walk around the campus           | 1          |
| Web Development                  | 1          |
| Welding                          | 1          |
| Writing                          | 2          |
| Writing Center                   | 2          |
| <b>No Response</b>               | <b>419</b> |
| <b>Total</b>                     | <b>641</b> |

**Item 14: What one thing could Collin College do to better serve your needs?**

| <b>Response</b>   | <b>Frequency</b> |
|---|------------------|
| A lot/They are awful  | 1                |
| Add cosmetologist to curriculum   | 1                |
| Add more campuses   | 1                |
| Add more majors like engineering  | 1                |
| Add more program  | 1                |
| Additional campuses are helpful. We are looking forward to the one planned for Farmersville area.   | 1                |
| Advertise more  | 1                |
| Advertise more the events open to the public  | 1                |
| Advertise their offerings more  | 1                |
| Advertise to more schools   | 1                |
| Advertise what type of curriculum they have to offer  | 1                |
| Advise of upcoming continuing education courses   | 1                |
| Advising staff improved and have them pick up the phone   | 1                |
| Advisor more on top of classes that are needed  | 1                |
| As stated before - provide free course attendance for the senior citizens who have paid the taxes for all those years without ever getting any benefits out of it | 1                |
| Be better about answering their phones  | 1                |
| Be cheaper  | 1                |
| Be more easily accessible online  | 1                |
| Be more honest about how the financial aid system works   | 1                |
| Be more promoting and exciting about the school make it appealing   | 1                |

|   |   |
|---|---|
| Be more understanding   | 1 |
| Be more user friendly/ Better signage for events  | 1 |
| Better access to advisors   | 1 |
| Better advertising  | 2 |
| Better counseling for new students  | 1 |
| Better facilities for Asian students  | 1 |
| Better information via mail   | 1 |
| Better profs  | 1 |
| Better selection of continuing education classes  | 1 |
| Better staff  | 1 |
| Better website  | 1 |
| Bus service for high school students  | 1 |
| Certificate programs that don't require an associate's degree   | 1 |
| Certificates for professionals  | 1 |
| Cheaper   | 1 |
| Cheaper fees for classes, etc.  | 1 |
| Communicate a little better the needs of incoming freshman  | 1 |
| Communicate more about cultural event/performances open to the community  | 1 |
| Continuing being an early voting place, it's really convenient  | 1 |
| Create transportation options to get to the campus in Plano, while the Wyllie location is under construction                        | 1 |
| Culture programs  | 1 |
| Daycare center  | 1 |
| Dual credits for high school students/ Vocational trainings, working with surrounding areas business for internship opportunities   | 1 |
| E learning classes  | 1 |
| Easier enrollment   | 1 |
| Easier online enrollment  | 1 |
| Exercise program education  | 1 |
| Exercise program educational  | 1 |
| Expand the curriculum to other fields/ Add more campuses  | 1 |
| Find jobs for students  | 1 |
| Fish  | 1 |
| Fix your rep  | 1 |
| Free beer   | 1 |
| Free child care   | 1 |
| Free community college  | 1 |
| From [what] I have observed, they are very valuable to many people in this community. I am older, so I don't use what is available. | 1 |
| Get a tech program  | 1 |
| Good environment  | 1 |

|   |   |
|---|---|
| Grow and become more popular  | 1 |
| Have a better website with more info for people inquiring about classes   | 1 |
| Have advisors stay more connected with students and their college path  | 1 |
| Have free adult education classes for residents   | 1 |
| Have more grants or financial assistance  | 1 |
| Have more on campus housing or partnerships with more apartment complexes   | 1 |
| Have more online based courses  | 1 |
| Have more options related to University of Texas at Dallas  | 1 |
| Have on line courses. Maybe they do and I am not aware.   | 1 |
| Have senior classes with a true out come  | 1 |
| Helping homeless  | 1 |
| Hold and promote regular events for local residents   | 1 |
| Host community events   | 1 |
| Hours   | 1 |
| I couldn't say. I recently moved to the area and am still becoming familiar.  | 1 |
| I know we need help on the stuff we need help on  | 1 |
| I love the financial aid program because it helped me pay for my classes at no debt and I'm really thankful for that  | 1 |
| I need to go online and find out if the study that I'm interested in is there.  | 1 |
| I think they should take the entire campus and move to a different city and get the f*** out of Frisco because nobody here likes the stupid a** College and their bulls*** dumb F***ing students  | 1 |
| I would enjoy more leisure time classes like tarot card reading classes, astrology, political issues such as human trafficking  | 1 |
| I'm 75 and have no need for further education but I enjoy watching their men's basketball team play   | 1 |
| I've been paying taxes to that school for over 30 years, I should be able to take whatever class I want, no questions asked, for free   | 1 |
| I'm so happy omg I got a new car today omg  | 1 |
| If there are community activities, let the public know. I thought it was just for students.   | 1 |
| Income based tuition  | 1 |
| Increase their quality of education and better make it easier to apply  | 1 |
| Inexpensive college fee   | 1 |
| Less wait time to speak to advisors   | 1 |
| Let the public know about special events going on that we are allowed to attend (not as students). I miss knowing what's going on at each campus.   | 1 |
| Lower costs   | 2 |
| Lower tuition   | 2 |
| Make concurrent enrollment more accessible. Letting high school students take classes beyond the high school level or in their interests should be easy and shouldn't require constant headache and explanation (and phone calls and emails). | 1 |

|  |   |
|--|---|
| Make it a four year college/ more classes for senior citizens  | 1 |
| Make me more aware of their offerings  | 1 |
| Make more of an effort to reach out to the community to get them involved  | 1 |
| Make sure they offer the latest technology   | 1 |
| Make talking to the advisors an easier process   | 1 |
| Make the access easy for the students  | 1 |
| Make the application process easier  | 1 |
| Making sure transfer credits are accepted to a four-year university  | 1 |
| More advertising   | 1 |
| More affordable  | 1 |
| More business courses like investment  | 1 |
| More certification programs for senior citizens  | 1 |
| More classes   | 1 |
| More communication   | 1 |
| More councilors  | 1 |
| More course offerings  | 1 |
| More diverse career paths  | 1 |
| More events  | 1 |
| More food options  | 1 |
| More for senior citizens   | 1 |
| More graduate classes  | 1 |
| More health and science programs   | 1 |
| More help with the website for booking classes, which can be quite confusing to navigate                           | 1 |
| More information   | 1 |
| More not for credit programs for older adults  | 1 |
| More online classes  | 1 |
| More online classes for the arts (drawing, photography, etc.)  | 1 |
| More online offerings  | 1 |
| More open houses   | 1 |
| More program and make more classes available   | 1 |
| More qualified teachers  | 1 |
| More staff to student interaction  | 1 |
| More student housing   | 1 |
| More technical courses/ more help in preparing students to interview and apply for jobs                            | 1 |
| More tutors for students   | 1 |
| More user friendly registration process/ I feel like I had to jump through hoops to get the in county tuition rate | 1 |
| More weekend classes   | 1 |
| None, I have a degree and I'm retired  | 1 |

|  |    |
|--|----|
| Not applicable   | 1  |
| Not applicable to me anymore   | 1  |
| Not build another campus in a small town, just have one campus in a big town and not make other towns go broke with building in their town   | 1  |
| Not sure, all three of my children took classes at Collin college  | 1  |
| Nothing  | 12 |
| Nothing at this time   | 1  |
| Nothing they are already great   | 1  |
| Nothing, it's a good school  | 1  |
| Nursing program  | 1  |
| Offer 4 year degrees   | 1  |
| Offer a wider range of it courses  | 1  |
| Offer a wider range of science classes   | 1  |
| Offer a wider variety of courses   | 1  |
| Offer actual transfer architecture courses   | 1  |
| Offer ASL classes at more than one campus. There are a lot of families in the area with deaf and/or hard of hearing children who need access to classes and they are on offered at one campus county wide. | 1  |
| Offer better quality courses: they kind of have a rep for being easy   | 1  |
| Offer classes for mature adults  | 1  |
| Offer courses for older people   | 1  |
| Offer ESL classes on different campuses/ sometimes it's difficult to deal with traffic to get to spring creek campus   | 1  |
| Offer even more credit opportunities for high school students  | 1  |
| Offer free tuition   | 1  |
| Offer free undergraduate credits to resident kids at the high schools  | 1  |
| Offer more continuing education classes and degrees online   | 1  |
| Offer more continuing education in different fields  | 1  |
| Offer more convenient locations for senior citizens and expand categories classes  | 1  |
| Offer more degrees that the kids can transfer to a four year college/ It's pretty limited right now  | 1  |
| Offer more evening and Saturday classes  | 1  |
| Offer more food  | 1  |
| Offer more free programs; cheaper tuition  | 1  |
| Offer more housing options for inter county students   | 1  |
| Offer more online classes  | 1  |
| Offer more online courses  | 1  |
| Offer more pathways in education   | 1  |
| Offer more work at home business training  | 1  |
| Offer more work skill type courses   | 1  |
| Offer online continuing education for working people   | 1  |



|   |            |
|---|------------|
| Offer online courses  | 1          |
| Online exams  | 1          |
| Open a campus closer to me  | 1          |
| Open the automotive college campus quickly  | 1          |
| Opportunities for retirees  | 1          |
| Outreach to seniors   | 1          |
| Partner with more schools like elementary and middle and children and parents become more aware   | 1          |
| Planning for retirement/ trade school things/ electrical/ plumbing etc.   | 1          |
| Provide clearer instruction on how to enroll in courses. My daughter has had nothing but trouble with trying to take a course with Collin.                  | 1          |
| Provide info about the Wyllie campus progress and plans   | 1          |
| Provide more "technical college" offerings so those that may not be right for a four-year degree can still train for a job with decent pay opportunities    | 1          |
| Provide more information and/or guarantees of local employment in the area (i.e. They have relationship with employers to fill actual jobs with graduates). | 1          |
| Provide more information to residents about classes and funding   | 1          |
| Send out enticing invitations or get together to outline programs   | 1          |
| Send out more info on costs/ Ballpark figures   | 1          |
| Serve my needs fine   | 1          |
| Shorter more concise mailings. The stuff we get is too large for me to even browse.   | 1          |
| Some courses are only offered at certain campuses and it would be nice if they could be offered on each campus so I don't have to drive for 30-40 minutes   | 1          |
| Stop being so liberal   | 1          |
| Stop building so damned many campuses and focus on what you have! Dr. Matkin's empire does not have to take over the entire county.                         | 1          |
| Stop charging me taxes  | 1          |
| Stop taking so much of my taxes   | 1          |
| Take out some of the liberal agenda   | 1          |
| That the students set a bad reputation for the school   | 1          |
| There is nothing to change  | 1          |
| They are in process of building another campus in my town, so that would be a first step and they are doing it  | 1          |
| They can't. I already go to a different school and don't want to go back to Collin.   | 1          |
| Transfer partnership with UT-Austin   | 1          |
| Transportation  | 1          |
| Vocational classes/ welding/ machine shop   | 1          |
| Wish it could have a few more degree programs available   | 1          |
| Work with area employers ( I think they already do to some extent)  | 1          |
| <b>No Response</b>  | <b>431</b> |
| <b>Total</b>  | <b>641</b> |

**Item 15E: Why did you respond as you did? (This is a follow-up to a question about how likely or unlikely the respondent would be to encourage their children to attend Collin College.)**

| <b>Response</b>   | <b>Frequency</b> |
|---|------------------|
| A more accredited college   | 1                |
| Affordable/ close by  | 1                |
| Already looking at four-year colleges/ Maybe Collin for summer school though  | 1                |
| Basic classes   | 1                |
| Because I don't want them to live at home still   | 1                |
| Because I doubt they will want to move out  | 1                |
| Because I had to  | 1                |
| Because I know better colleges  | 1                |
| Because it is cheaper to go there for the first two years   | 1                |
| Because it is close to home and offers the ability to transfer course credits to other universities   | 1                |
| Because it is close to the house and I have heard good things about their education   | 1                |
| Because it's true   | 1                |
| Because moving  | 1                |
| Because my brothers went there  | 1                |
| Because of my personal experience   | 1                |
| Because of the cost savings to attend   | 1                |
| Because she is smart  | 1                |
| Because they are very smart   | 1                |
| Because we have encouraged him to attend Collin College   | 1                |
| Best in the education   | 1                |
| Better to get core done at two-year college   | 1                |
| Cheap   | 1                |
| Cheaper to start off there, but also a great place to start   | 1                |
| Close   | 1                |
| Closer to home  | 1                |
| Closer to home and can get first couple years at a reasonable price   | 1                |
| College is important it leads to better careers   | 1                |
| Collin College offers a tuition that is affordable and a school that is local for the child at home to attend.  | 1                |
| Community college   | 1                |
| Community colleges usually offer good core classes for less money than universities. If my kids go to college, I will encourage them to look at community colleges first. |                  |
| Collin College will be on the list because I like the area.   | 1                |
| Cost  | 1                |
| Cost effective classes  | 1                |

|   |   |
|---|---|
| Depends on academic qualifications  | 1 |
| Depends on her interest   | 1 |
| Depends on their grades   | 1 |
| Depends on what they decide to do/ I would encourage them for the summer and prerequisite   | 1 |
| Don't like the liberal agenda/ needs some balance   | 1 |
| Don't want them to do what I did  | 1 |
| Don't know yet  | 1 |
| For better and quality education  | 1 |
| Four-year college is our route  | 1 |
| Four-year degree will have more value   | 1 |
| Go to better college  | 1 |
| Going for the first two years to Collin to knock out the core classes is a wise economic decision if you have not decided on a major at the beginning of your college experience.   | 1 |
| Good place to start   | 1 |
| Good school   | 1 |
| Good school I've heard  | 1 |
| Good value but he may already have most of the credits needed for his first two years when he graduates based on his current classes and AP/dual credit load.   | 1 |
| Good way to start education   | 1 |
| Great college   | 1 |
| I anticipate my child will receive a scholarship to a four-year school  | 1 |
| I believe that they are eligible to get dual credit while in high school  | 1 |
| I do not like what we have experienced with Collin thus far while my daughter is in high school. I expect that most of my children will want to attend an away school.  | 1 |
| I don't know  | 1 |
| I don't know Collin's reputation well enough, but I believe it is just an associate degree type of college  | 1 |
| I expect them to attend Ivy League on full scholarship  | 1 |
| I have never been   | 1 |
| I honestly do not know at this point. He is in 6th grade so he is on the younger side of middle school. We are encouraging about good grades and doing well for the future and college but we focus more on him knowing himself as a person and being 11 :) | 1 |
| I like this   | 1 |
| I love Collin College and what they have to offer   | 1 |
| I think they will be better suited for community college at first   | 1 |
| I want child to attend university and get the full experience   | 1 |
| I want them to go away to college   | 1 |
| I want them to go to a traditional four-year university.  | 1 |
| I will encourage my children to take a few core classes, before moving to the university of choice.   | 1 |

|  |   |
|--|---|
| I would want them to go to a university. I see Collin College as an option if they can't get into another school.  | 1 |
| I'm not being mean   | 1 |
| If they do not get accepted into a four-year college I will highly encourage my child to attend Collin College.  | 1 |
| If they do not get into their 1st or 2nd choices, I will suggest Collin College for their 3rd. It's close to home and they can still get a four-year degree. | 1 |
| Is close to home   | 1 |
| It depends on what field of study they want to go into   | 1 |
| It has really good programs and positive outlook from the community  | 1 |
| It is a college that has convenient location   | 1 |
| It is a great school and a good way to save money  | 1 |
| It is accessible   | 1 |
| It is affordable and will be close to us   | 1 |
| It is easy   | 1 |
| It is extremely cost effective   | 1 |
| It is important for everyone to further their education  | 1 |
| It is less expensive   | 1 |
| It is less expensive than a traditional four-year college and they can get the required classes done while they decide their future                          | 1 |
| It is more economical to start their college journey closer to home  | 1 |
| It may be an option due to finances  | 1 |
| It saves money over going to a bigger college  | 1 |
| It would be good for college basics  | 1 |
| It's a great place to start  | 1 |
| It's a great school  | 1 |
| It's a huge cost saving to be able to live at home, and the education is top notch for a community college.  | 1 |
| It's a good local school for a transition from high school to college  | 1 |
| It's a nice school   | 1 |
| It's cheap bro   | 1 |
| It's close to where we live and it has a good reputation   | 1 |
| It's close to where we live and it might be good to start there instead of a university  | 1 |
| It's great for summer classes to get credit  | 1 |
| Know other that had attendance there   | 1 |
| Location & price   | 1 |
| Location and affordable  | 1 |
| Love it  | 1 |
| Maybe dual credit courses or intro classes   | 1 |
| My daughter is signed up at Collin College   | 1 |
| My other kids attended   | 1 |

|   |   |
|---|---|
| New campus is very close to home and would allow them to stay at home while attending   | 1 |
| Not sure where he is going  | 1 |
| Not sure yet what they want to pursue   | 1 |
| Nothing specific  | 1 |
| Offers an opportunity to 18 year olds that may not adjust to a university setting/ to get their gen eds out of the way  | 1 |
| Prefer them to have a traditional, four-year college experience   | 1 |
| She is determined for four-year college but if she needs I would recommend general classes at Collin, even summer ones  | 1 |
| She wants to stay close to home   | 1 |
| She'll go to a four-year university   | 1 |
| So that she will be close to home to start out because she's not use to being away from me  | 1 |
| The locations are convenient and offer programs she would like  | 1 |
| There are a number of factors that I need to see before we can determine if she'll be going off to a four-year college.                                       | 1 |
| There are many trade programs offered at Collin College. The world needs trade professionals more and more each day.  | 1 |
| They are receiving four-year university scholarships.   | 1 |
| They don't need a four-year degree for what they are interested in doing. Also, Collin College is affordable.   | 1 |
| They don't know what they want to do at 17 or 18/ cheaper   | 1 |
| They have plans on what schools they want to attend   | 1 |
| They want to attend a big university  | 1 |
| They're going to need at least their basics and it would be good for them to stay close to home   | 1 |
| They're poor  | 1 |
| To be well educated   | 1 |
| To save money   | 1 |
| Too small   | 1 |
| University has more opportunities   | 1 |
| Value   | 1 |
| Want them to go to another school   | 1 |
| Want them to go where they want too. If Collin College is it, then great.   | 1 |
| Want them to succeed in their future will a wide range of topics to select from   | 1 |
| Was great for my older daughter   | 1 |
| We will encourage college for all of our kids   | 1 |
| We've encouraged our children to start at a local college so they can save money and have a good support system from family and friends when starting college | 1 |
| Yeah because they can live better and get money   | 1 |
| Yes they can get a good education   | 1 |

|                    |            |
|--------------------|------------|
| <b>No response</b> | <b>507</b> |
| <b>Total</b>       | <b>641</b> |

**Item 16: How did you learn about or come in contact with Collin College during the last six months? (Other: Please specify.)**

| <b>Response</b>   | <b>Frequency</b> |
|---|------------------|
| A friend  | 1                |
| Ad  | 1                |
| Came to my school   | 1                |
| Campus schedule of training classes and CE certifications are mailed to each home | 1                |
| CE instructor   | 1                |
| Children enrolled in classes  | 1                |
| Collin County on TV   | 1                |
| Daughter attends  | 1                |
| Delivered food  | 1                |
| Drive by campus   | 1                |
| Drive by college; know people enrolled  | 1                |
| Drive near campus, seen decals in car windows                                     | 1                |
| Drove by  | 2                |
| Drove past construction site for new campus                                       | 1                |
| Dual credit courses   | 1                |
| Email   | 4                |
| Email from Collin College   | 1                |
| Email message   | 1                |
| Family member has worked for CC   | 1                |
| Flyer in mail   | 1                |
| Friend  | 1                |
| Friend attending classes  | 1                |
| Friend mentioned the other day  | 1                |
| Friends   | 2                |
| Friends are enrolled  | 1                |
| Friends who teach there   | 1                |
| Gave a student a ride from the college  | 1                |
| Grandson & granddaughter attend   | 1                |
| Grew up around the campus my whole life   | 1                |
| I don't live under a rock   | 1                |
| I drive by it   | 1                |
| I frequently drive by a campus  | 1                |
| I like it   | 1                |
| I live close to where the new campus is being built in Wyllie                     | 1                |

|  |            |
|--|------------|
| I live near the campus and drive by it every day   | 1          |
| I of my kids went there 6 years ago  | 1          |
| I see it as I drive to church  | 1          |
| I'm a high [school] teacher  | 1          |
| Live directly next to the Frisco Preston Ridge campus  | 1          |
| Living near the school   | 1          |
| My grandson is interested in attending   | 1          |
| My high school   | 1          |
| My high school offers dual credit courses, and I have a friend that attends  | 1          |
| New location being built right up the street from the house  | 1          |
| Newspaper stories  | 1          |
| Older child attends there  | 1          |
| On my ever increasing tax bill for the house   | 1          |
| On TV  | 1          |
| Our local high school  | 1          |
| Pass by daily  | 1          |
| Radio  | 2          |
| Recruiting event   | 1          |
| Reedy High School  | 1          |
| Requesting transcript  | 1          |
| Son attends  | 1          |
| Stupid ass college is right across from where I live. Have to deal with the dumba**<br>f***ing students on a daily basis cuz they're f***ing morons. A bunch of f***ing<br>morons! | 1          |
| Tax bill   | 1          |
| Thought about doing an online course   | 1          |
| Through a family member who went there   | 1          |
| Too many choices   | 1          |
| TV commercial  | 1          |
| Voting   | 2          |
| Word of mouth/Living close to campus   | 1          |
| <b>No Response</b>   | <b>571</b> |
| <b>Total</b>   | <b>641</b> |





## **Appendix C**

### **2019 Community Survey Questionnaire**

**2019 Collin College Community Survey  
Administered by Clarus Corporation**

**Introduction**

**Online Respondents:** *We're conducting an important opinion survey about higher education in your area. As you move through the screens, please read each question carefully and answer as honestly as you can. Your answers will be strictly confidential and results will be summarized as a group. Thank you so much for assisting us!*

**Telephone Respondents:** *Hello, my name is \_\_\_\_\_ and we are conducting an important opinion survey about higher education in your area. We'd like to include your household. We are not selling or advertising anything, during this call or afterward. (IF NEEDED: Depending on your answers, it could take up to seven minutes.) May I ask you a few questions?*

*(If yes, proceed with questions. If no, thank for their time and replace number.)*

**1. Do you live in Collin County, Texas?**

1 Yes *(CONTINUE)*

2 No *(ONLINE: Skip to item 17. TELEPHONE: Thank the respondent for their time and graciously end the conversation.)*

**2. What is your ZIP Code? (Online DROPDOWN) (If quota is filled. skip to last page)**  
*(Enter ZIP Code.)* 75\_\_\_\_\_

**3. What is your age in years? (If quota is filled, online survey will skip to last page)**  
*(Enter Age in whole years.)* \_\_\_\_\_

**4. Are you Hispanic or Latino? (If quota is filled, online survey will skip to last page)**  
1 Yes                      2 No

**5. In which racial group do you usually identify yourself? (Mark all that apply. If quota is filled, Thank the respondent for their time and graciously end the conversation.)**

1 White

2 Black or African American

3 Asian

4 American Indian or Alaska Native

5 Pacific Islander or Native Hawaiian

6 Some other race

7 Two or more races

8 Other

***(BEGIN QUESTIONS IF ALL QUOTAS ARE OPEN. OTHERWISE, FOR ANY QUOTAS THAT ARE FULL ...)***

Thank you so much for your interest in our educational survey, but our quotas are full for individuals with your characteristics. Thank you so much for your time!

**6. What college first comes to mind when you think about colleges that serve residents in your area?**

**(Online)** Please type in the name below. If no college comes to mind or if you do not know of any, please type in "None" or "Do Not Know." **(TELEPHONE: Do not prompt respondent.)**  
**(VERBATIM RESPONSE. WILL RECODE LATER)**

- 01 Amberton University
- 02 Brookhaven College
- 03 Collin College
- 04 Dallas Baptist University
- 05 Dallas County Community College
- 06 DeVry University
- 07 Richland College
- 08 Southern Methodist University
- 09 Texas Woman's University
- 10 University of North Texas
- 11 University of Phoenix
- 12 University of Texas at Dallas
- 13 Other College or University
- 14 No College Comes to Mind (NONE OR DO NOT KNOW)

**7. (If Collin College is not mentioned, ask ...) Have you ever heard of Collin College or Collin County Community College?**

- 1 Yes
- 2 No **(If "No," then skip to item 17.)**

**8. With which Collin College location are you most familiar? (Mark only one response.)**  
**(TELEPHONE: Read choices)**

- 01 McKinney Central Park Campus
- 02 Courtyard Center in West Plano
- 03 Frisco Preston Ridge Campus
- 04 Plano Spring Creek Campus
- 05 Collin Higher Education Center in South McKinney
- 06 Allen Center at Allen High School
- 08 Rockwall Center at the Gene Burton Academy
- 09 Online e-Collin Courses
- 10 None

**IF "NONE" IS THE RESPONSE TO QUESTION 8 – SKIP TO QUESTION 10.**

**9A. Based on your experience with whichever Collin College campus you are most familiar, to what degree would you say the campus offers a welcoming environment to community members?**

Not Welcoming at All 1 : 2 : 3 : 4 : 5 Extremely Welcoming

**9B. What is it about the campus environment there that makes you feel that way about it?**  
*(VERBATIM RESPONSE)*

**9C. How could Collin College make its campus environments more welcoming to community members?**  
*(VERBATIM RESPONSE)*

**10. On a scale from 1 to 5, where 1 means that you strongly disagree and 5 means that you strongly agree, please indicate how much you agree or disagree with the following statements. *(TELEPHONE: Read scale as needed)***

**10A. Collin College offers programs that meet the needs of the community in your area.**

Strongly Disagree 1 : 2 : 3 : 4 : 5 Strongly Agree

**10B. Collin College provides high quality education.**

Strongly Disagree 1 : 2 : 3 : 4 : 5 Strongly Agree

**10C. Collin College makes a valuable contribution to economic development in Collin County.**

Strongly Disagree 1 : 2 : 3 : 4 : 5 Strongly Agree

**10D. Collin College tax dollars are dollars well spent.**

Strongly Disagree 1 : 2 : 3 : 4 : 5 Strongly Agree

**10E. Collin College has a positive image in the community.**

Strongly Disagree 1 : 2 : 3 : 4 : 5 Strongly Agree

**10F. I would recommend Collin College to any friend or family member.**

Strongly Disagree 1 : 2 : 3 : 4 : 5 Strongly Agree

**11. Have you or any of your immediate family ever taken a class at Collin College?**

1 Yes

2 No

**12. What events have you attended at Collin College in the last year such as a lectures, plays, sporting events, or meetings?**

*(VERBATIM RESPONSE)*

**13. What are two or three of Collin College's educational programs that you consider to be of excellent quality? (*VERBATIM RESPONSES. If "none" or "do not know," type this as the first response.*)**

RESPONSE 1

RESPONSE 2

RESPONSE 3

**14. What one thing could Collin College do to better serve your needs?  
(*VERBATIM RESPONSE*)**

**Now just a few questions to help us better communicate with our community members.**

**15A. Do you have middle school or high school-age children at home?**

1 Yes

2 No (*If "No," skip to 16.*)

**15B. Do you expect that they will attend college?**

1 Yes

2 No

**15C. (*If response to 15B is "Yes," ask ...*) Do you expect that they will choose to attend a two-year or a four-year college?**

1 Two-Year College

2 Four-Year College

3 Do not know (GOES TO 15D)

4 Prefer not to answer (SKIPS TO 16)

**(*If response to 15B is "No," ask ...*) Why do you expect that they will not attend college?**

**(*VERBATIM RESPONSE*)**

**(*If respondent prefers not to answer, skip TO 16.*)**

**15D. Would you be Very Likely, Likely, Unlikely or Very Unlikely to encourage your children to attend Collin College?**

4 Very Likely

3 Likely

2 Unlikely

1 Very Unlikely

5 Do not know

**15E: Why did you respond as you did?**

**(*VERBATIM RESPONSE*)**

**16. How did you learn about or come in contact with Collin College during the last six months? (Mark all that apply.) (TELEPHONE: READ CHOICES and MARK ALL THAT APPLY)**

- 01 College Newsletter Mailed to My House
- 02 Class Schedule Mailed to My House
- 03 Post Card Mailed to My House
- 04 Magazine Advertising
- 05 Movie Theater Advertising
- 06 College Internet Site
- 07 News Story
- 08 On-Campus Event
- 09 Off-Campus Event
- 10 Facebook
- 11 Twitter
- 12 Linked-In
- 13 YouTube
- 14 Instagram
- 15 Enrolled in a Class
- 16 No Contact during the Last Six Months
- 17 Other \_\_\_\_\_

**17. Over the last month, have you done any of the following?**

SCALE: 0=No, and 1=Yes

- Listened to streaming radio such as Pandora, Spotify, or other similar service
- Listened to a local radio station in car
- Gone to a movie at a local movie theater
- Streamed a movie at home online using Netflix, Hulu, or other online providers
- Watched a local television station for local or state news
- Watched a TV program on a cable network
- Watched a live sporting event on television
- Read a local newspaper – paper copy
- Read a magazine – paper copy
- Read email
- Visited a local newspaper's website
- Gone online to get local and national news
- Viewed an ad that popped up on a mobile phone
- Done an online search for information using a cell phone/smartphone with internet access
- Used an app on a cell phone/smartphone
- Read a text message on a cell phone/smartphone
- Logged into a social network like Facebook, Instagram, Pinterest, etc.
- Downloaded a mobile app

**18. In which city do you reside? (Mark only one response.)**

- 01 Allen
- 02 Anna
- 03 Blue Ridge
- 04 Celina
- 05 Copeville
- 06 Dallas
- 07 Fairview
- 08 Farmersville
- 09 Frisco
- 10 Josephine
- 11 Gunter
- 12 Lavon
- 13 Leonard
- 14 McKinney
- 15 Melissa
- 16 Murphy
- 17 Nevada
- 18 Parker
- 19 Plano
- 20 Princeton
- 21 Prosper
- 22 Richardson
- 23 Royce City
- 24 Sachse
- 25 St. Paul
- 26 Van Alstyne
- 27 Westminster
- 28 Weston
- 29 Whitewright
- 30 Wylie

**19. How many years have you lived at your current address? \_\_\_\_\_ Years**

**20. What is your highest level of educational attainment? (Mark only one response.)**

- 01 Not a High School Graduate
- 02 High School Diploma
- 03 Some College, but No Degree
- 04 Certificate from a Two-Year College
- 05 Associate Degree
- 06 Bachelor's Degree
- 07 Master's Degree
- 08 Doctorate or Professional Degree
- 09 Prefer not to answer

**21. What is your gender?** *(TELEPHONE: If the respondent's gender is unequivocally discernable without asking, indicate the gender and skip to item 16.)*

1 Female

2 Male

3 Prefer not to answer

**That is the end of our survey. Thank you for taking the time to share your insights with us. Goodbye.**