Longitudinal Comparison of Community Survey Responses

Collin College

1996 - 2011

Prepared by the
Institutional Research Office

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Executive Summary

This report summarizes results of the seventh 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 the second half of August in 2011, and it follows similar surveys administered in 1996, 1999, 2001, 2005, 2007, and 2009. Data from the 2011 administration are summarized in this report along with comparisons with the past five administrations. Each of the community surveys was administered by telephone to a random sample of at least 600 respondents, producing population estimates with approximately 95% confidence plus or minus 4%.

It is important to note a caveat in the administration of the 2001 survey compared to the others. The 2001 community survey was integrated into a broader survey administered in preparation for a bond election. Consequently, the sample was drawn from voters, with an emphasis on Plano voters, rather than the county’s general adult population. Since voters tend to be more aware of and engaged in their communities than the public at large, the resulting bias in the 2001 survey produced relatively high awareness and approval of Collin College.

Awareness of Collin College was measured on a five-point scale ranging from 0 to 4 where level 0 meant respondents were completely unaware of the College, level 1 meant that respondents at least recognized Collin’s name when they heard it, level 2 meant that they were familiar enough with the College that they could identify it without any prompting, level 3 meant that respondents were familiar with and could identify at least one Collin College campus/site, and level 4 meant that respondents or respondents’ family member had enrolled at Collin College at some time.

Ninety percent of 2011 survey respondents manifest the highest awareness levels (3 and 4) of Collin College (see Table 1-E). This is two percentage points higher than the 88 percent average across the seven administrations of the community survey. In 2011, 49 percent of respondents had either attended or had a family member who had attended Collin, and an additional 41 percent were familiar with at least one Collin College site. Given that 100 percent of the community will never be aware of everything within it, the fact that 90 percent of adult county residents exhibit the highest levels of awareness of the College suggests that Collin has had remarkable success in promulgating its message.
Another indicator that Collin’s message is getting out is the fact that community approval of the District continues to demonstrate positive community regard for the College. Public approval of Collin College was measured by asking respondents to what extent they agreed or disagreed with six statements using a five-point scale ranging from 1 (strongly agree) to 5 (strongly disagree). Three of the six items have been used in every administration of the survey over the years, and responses to those three items were mathematically combined into a single scale factor score to assess overall approval with a mean of 0. Thus, the higher the factor score is above zero, the less positive is the image of the College, and the lower the factor score is below zero, the more positive is the image of the College.

In 2009, the overall approval score for Collin College (Table 2-G and Figure 2-A, on page 11) was the lowest score recorded since the community survey was first administered. The 2011 overall approval score, which ticked slightly higher (less positive) than the 2009 overall approval score is still well below the mean for all survey administrations, and it still reflects very positive perceptions of the community toward the College. It is possible that the economic downturn, which was just beginning to affect Texas when the 2009 survey was administered, has since had an adverse effect on perceptions of Collin College similar to those experienced by most governmental agencies. Still, public perceptions of Collin College are quite positive despite the current economic climate.

Collapsing the two positive response options together (1 and 2) and the two negative response options together (4 and 5) for the six approval measures, one finds that, with only one exception, the community’s regard for the College has decreased slightly from 2009. The one exception was the question that asked respondents to indicate the degree to which they agreed or disagreed with the notion that “Collin College makes a valuable contribution to economic development in Collin County” (Table 2-B). The percentage of respondents who agreed with this statement increased from 76% in 2009 to 78% in 2011. In all but one other case, the average percentage of respondents who had positive perceptions about Collin College remained above the mean across all survey administrations. Only in the instance of the item asking respondents the degree to which they agreed or disagreed with the statement, “I would recommend Collin College to any friend or family member” (Table 2-E) did the 2011 percentage of positive responses drop below the mean for all survey administrations, and, in this case, the percentage with positive perceptions decreased by 7 percentage points form 2009. Positive responses to this item dipped from 2007 to 2009, so it was noted in 2009 that particular attention should be paid to responses to this item to determine whether or not the 2009 downturn represented the beginning of a more negative trend or simply random variation. The fact that this was the one approval item that experienced an
increase over the 2009 response suggests that the less positive response to this item in 2009 was, indeed, just random variation. Again, however, depending on how long the economy remains weak and the possible associations of that weakness with less positive public perceptions of governmental agencies, it will be important to monitor the overall trends in responses to all the approval items in the 2013 administration of the community survey.

When approval was broken out by various demographic factors that were included in the 2011 survey, no statistically significant variations in approval were found (Tables 4-A through 4-G). There were no variations in approval based on gender, Hispanic identity, racial identity, age, educational attainment, locality of residence, or years lived at current address. This suggests relative homogeneity among the various groups of adult county residents in their approval of Collin College.

Items were added in 2009 asking respondents how they learned about or had contact with Collin College during the past six months (Table 1-G), asking about the degree to which they were aware of Collin College’s recent rebranding efforts (Table 3-H), asking which academic programs respondents were aware of (Appendix B), and asking respondents what one thing Collin College could change to better serve their needs (Appendix B). The latter two items were open-ended items to which respondents could give any answer that came to mind.

The largest group of respondents (47 percent) recalled having had some contact with Collin College within the past six months, but could not or chose not to specifically identify the form of contact. Another 22 percent of respondents indicated that they had no contact with Collin College over the six months prior to the survey administration. Fourteen percent of respondents indicated having received a class schedule. 14 percent recalled seeing some kind of advertising, 9 percent recalled having received the College’s newsletter, 5 percent indicated they had been enrolled in a Collin College class within the six months prior to the survey, 4 percent recalled receiving a College post card, 3 percent recalled having seen a news story about the College, 2 percent had contact with the College via the Internet, 1 percent reported that they had participated in an on-campus event, and 1 percent had participated in an off-campus event in which they had experienced some kind of contact with Collin College. In the 2011 survey, for the first time, response options were included for Facebook, Twitter, and LinkedIn. One respondent indicated that s/he had contact with the College via Facebook, and no respondents reported contact with the College via either Twitter or LinkedIn.

About 56 percent of respondents indicated that they were aware, to some degree, of the Collin’s rebranding efforts. About 29 percent (compared to 23
percent in 2009) indicated that they were “very aware” while another 27 percent (compared to 22 percent in 2009) indicated that they were simply “aware.”

While 99 percent of respondents recognized the name “Collin County Community College,” a surprising 85 percent (compared to 79 percent in 2009) recognized the name “Collin College.” Since just over half the sample indicated an awareness of Collin’s rebranding efforts, some portion of the 85 percent recognition of the Collin College name may have been due to simple inference, but it does suggest that the public, while perhaps not consciously aware of the effort, still appears to have been influenced by it.

Responses to open-ended items are summarized in appendix B. Item 9, gave respondents an opportunity to identify up to five Collin College academic programs of which they were aware. The purpose of this item was to explore the depth of respondents’ awareness of Collin College. A total of 269 respondents (45 percent) of all respondents failed to identify any academic program of which they were aware (see Appendix B, Item 9 [Overall Programs Identified]). In 2009, over half of respondents were unable to identify any academic programs. This suggests that Collin’s efforts to educate the public about its academic programs have reaped some success, but there is still work to do. Of those who identified one or more academic programs, 12 percent identified nursing; 8 percent identified business; 6 percent identified computers; and 3 percent identified English, math, sciences. Though some very minor redundancy was preserved to capture respondents’ intents, a total of 213 programs were identified, most of which Collin College actually offers.

Responses to item 11 (see Appendix B, Item 11: What one thing could Collin College do to better serve your needs?) were grouped into nine categories to facilitate interpretation. In 2009, there were eight categories, but in the 2011 survey, there were 17 comments related to “Youth, College-Preparatory, and Community Programs” that warranted the creation of a new comment category for this topic. The last category, “Miscellaneous,” includes 8 comments that did not fit into any other category and were not sufficiently related to one another as to warrant creation of any additional categories. A total of 322 respondents offered no suggestions in response to item 11, while the 278 offered suggestions of varying specificity. The following bullets offer a brief synopsis of the comments broken into the categories mentioned above.

- **Access to Programs, Courses, and Services**: 65 comments with most focusing on expanding the number, range, times, and locations that courses and programs are available.
- **Adult, Senior Citizen, and Continuing Education Programs and Courses**: 27 comments with most focusing on a general desire for an increase in the number, locations, and times of courses designed specifically for adults, especially, senior citizens, and continuing or lifelong education opportunities.
While this category is related to the Access category, the comments were sufficiently distinct and related that it was determined they should be grouped separately.

- **Customer Service**: 40 comments with most focusing on concerns related to concerns about admission/registration, advising/counseling, and parking; desires for individuated responses to student needs, and expressions of satisfaction with the services Collin College provides. In contrast to the 2009 survey in which all 15 comments were negative, over half of the comments related to customer service in 2011 were positive.

- **Economic Issues**: 31 comments with most focusing on the need for affordable higher education; low taxes; and needs for financial aid and employment assistance. The fact that, in 2009, there were 20 comments related to economic issues compared to 31 comments in 2011 suggests that the current economic hardships have captured people’s attention.

- **Educational and Institutional Quality**: 15 comments addressing issues about the quality of the faculty, the difficulty of courses, the need for more mentoring and tutoring, and the need to improve student outcomes.

- **Marketing and Communication**: 39 comments addressing respondents’ perceptions that they need more information about Collin College.

- **Upper-Division, Baccalaureate, and Graduate Education**: 15 comments focusing on respondents’ desire to see Collin College become a four-year institution. The fact that the number of comments about Collin becoming a baccalaureate-granting institution have decreased somewhat (from 20 in 2009) suggests that the opening of the Collin Higher Education Center may have quelled at least some of the public pressure for four-year status.

- **Youth, College-Preparatory, and Community Programs**: 17 comments that address respondents’ desires for more Collin College involvement with K-12 students, more community access to some of the College’s facilities, and more involvement of Collin College in the community.

One final thing should be noted. The age distribution of the 2011 survey continued a trend toward an older sample. This trend has reached a point at which one must begin to question how representative the sample is of the overall Collin County adult population. The source of this issue probably stems from the fact that younger adults tend to give up their listed, hard telephone lines in favor of unlisted cell/smart phone connections. Telephone survey administrators must begin to address this issue if they intend to continue gathering data from representative samples of the adult population, but it is a problem for which no adequate solution has yet been identified. Until the problem is resolved, it poses real concerns about how representative future telephone surveys will be of the overall adult population. This is an issue that must be satisfactorily addressed with the vendor selected to administer the 2013 community survey.
## Section 1. Awareness of Collin College: 1996 through 2011 Trends

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year Survey Was Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amberton U</td>
<td>0.3%</td>
</tr>
<tr>
<td>Brookhaven</td>
<td>0.7%</td>
</tr>
<tr>
<td>Collin County CC²</td>
<td>na</td>
</tr>
<tr>
<td>Collin College²</td>
<td>na</td>
</tr>
<tr>
<td>Collin</td>
<td>28.4%</td>
</tr>
<tr>
<td>Dallas Baptist U</td>
<td>0.3%</td>
</tr>
<tr>
<td>DCCC</td>
<td>0.3%</td>
</tr>
<tr>
<td>DeVry</td>
<td>0.0%</td>
</tr>
<tr>
<td>Richland</td>
<td>1.7%</td>
</tr>
<tr>
<td>SMU</td>
<td>13.9%</td>
</tr>
<tr>
<td>TWU</td>
<td>1.3%</td>
</tr>
<tr>
<td>UNT</td>
<td>12.4%</td>
</tr>
<tr>
<td>UT-Dallas</td>
<td>14.9%</td>
</tr>
<tr>
<td>U of Phoenix</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>16.4%</td>
</tr>
<tr>
<td>No College Came to Mind</td>
<td>9.3%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

¹ Unlike other administrations of the community survey, in 2001, questionnaire administrators allowed respondents to provide the names of more than one institution. The 600 respondents gave a total of 660 responses. Thus, the percentages under the column headed “2001” are based on the 660 responses to this item rather than on the 600 respondents. Consequently, the results for this item in 2001 were somewhat anomalous compared to results for the other years, a fact that manifests itself in several instances in this report.

² With the 2009 and 2011 administrations, there was an attempt to explore the degree to which Collin’s rebranding efforts had succeeded in creating an awareness of the College as “Collin College” rather than “Collin County Community College.” Consequently, in collecting responses to the unaided name recall prompt, survey administrators distinguished between responses of “Collin County Community College” and “Collin College.” The rebranding efforts appear to have had an impact. Combining the proportions of respondents who answered, unaided, with either “Collin County Community College” or “Collin College,” the 2009 total was higher than for any previous year except 2001 which, as noted immediately above, was anomalous, and the 2011 total was the highest unaided response since the inception of the survey, 2001 included.
Table 1-B. Respondents’ Familiarity with Collin College after Having Been Prompted (Ever Heard of Collin)

<table>
<thead>
<tr>
<th>Response</th>
<th>Year Survey Was Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collin College</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>21.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>78.8%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
<tr>
<td>Collin County Community College</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>13.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>86.3%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Tables 1-A and 1-B are based on responses to a series of three 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?”
3. “Have you ever heard of Collin County Community College?”

When respondents mentioned neither Collin College nor Collin County Community College in their responses to the first question, they were asked the second question. If they answered “no” to the second question, they were asked the third question. The top section of Table 1-B reflects responses when the survey administrators asked the second question. The bottom section of Table 1-B reflects a composite of responses to all three items and represents the percentage of respondents who indicated that they had never heard of Collin College by any name.

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Year Survey Was Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>58.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>41.3%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Table 1-D. Familiarity with Collin College Campuses/Sites for Respondents Familiar with the College

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEC</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>1.0%</td>
<td>1.8%</td>
</tr>
<tr>
<td>CPC</td>
<td>17.5%</td>
<td>15.9%</td>
<td>17.5%</td>
<td>20.0%</td>
<td>21.6%</td>
<td>17.0%</td>
<td>20.1%</td>
</tr>
<tr>
<td>CYC</td>
<td>10.3%</td>
<td>10.2%</td>
<td>4.7%</td>
<td>11.7%</td>
<td>7.8%</td>
<td>8.1%</td>
<td>7.4%</td>
</tr>
<tr>
<td>PRC</td>
<td>6.6%</td>
<td>7.5%</td>
<td>11.2%</td>
<td>11.0%</td>
<td>10.2%</td>
<td>13.0%</td>
<td>13.1%</td>
</tr>
<tr>
<td>SCC</td>
<td>47.0%</td>
<td>47.3%</td>
<td>60.1%</td>
<td>47.7%</td>
<td>40.3%</td>
<td>49.9%</td>
<td>46.4%</td>
</tr>
<tr>
<td>Allen</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.5%</td>
<td>2.7%</td>
<td>na</td>
<td>1.3%</td>
</tr>
<tr>
<td>Rockwall</td>
<td>0.7%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>6.9%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Wylie</td>
<td>17.9%</td>
<td>19.1%</td>
<td>6.2%</td>
<td>.0%</td>
<td>17.0%</td>
<td>10.6%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Unfamiliar with Any Sites</td>
<td>17.9%</td>
<td>19.1%</td>
<td>6.2%</td>
<td>.0%</td>
<td>17.0%</td>
<td>10.6%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note: In the 2005 survey, the survey administrator did not distinguish between respondents who were unfamiliar with any site and those who identified multiple sites, so it was impossible to determine which respondents indicated that they were unfamiliar with any Collin instructional site. Consequently, they were all coded as nonresponses and excluded from subsequent analysis.

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

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 0: Completely Unaware of Collin</td>
<td>10.0%</td>
<td>3.5%</td>
<td>0.5%</td>
<td>3.2%</td>
<td>2.7%</td>
<td>1.0%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Level 1: Recognition of Collin Name</td>
<td>13.1%</td>
<td>13.6%</td>
<td>2.8%</td>
<td>2.0%</td>
<td>11.6%</td>
<td>0.0%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Level 2: Collin Spontaneously Comes to Mind</td>
<td>2.2%</td>
<td>3.7%</td>
<td>2.0%</td>
<td>0.2%</td>
<td>1.7%</td>
<td>0.3%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Level 3: Familiar with a Collin Site</td>
<td>38.0%</td>
<td>40.3%</td>
<td>45.8%</td>
<td>53.5%</td>
<td>45.6%</td>
<td>53.0%</td>
<td>41.3%</td>
</tr>
<tr>
<td>Level 4: Family Member Has Attended Collin</td>
<td>36.8%</td>
<td>38.9%</td>
<td>48.8%</td>
<td>41.2%</td>
<td>38.5%</td>
<td>45.8%</td>
<td>48.5%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Table 1-F. Actual (Observed) and Expected Values of Respondents’ Levels of Awareness of Collin by Survey Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 0: Completely Unaware of Collin</td>
<td>Observed 60</td>
<td>21</td>
<td>3</td>
<td>19</td>
<td>16</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Expected 20.9</td>
<td>20.8</td>
<td>20.8</td>
<td>20.8</td>
<td>20.9</td>
<td>20.8</td>
<td>19.1</td>
</tr>
<tr>
<td>Level 1: Recognition of Collin Name</td>
<td>Observed 79</td>
<td>82</td>
<td>17</td>
<td>12</td>
<td>70</td>
<td>1</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Expected 43.6</td>
<td>43.5</td>
<td>43.4</td>
<td>43.4</td>
<td>43.6</td>
<td>43.4</td>
<td>42.1</td>
</tr>
<tr>
<td>Level 2: Collin Spontaneously Comes to Mind</td>
<td>Observed 13</td>
<td>22</td>
<td>12</td>
<td>1</td>
<td>10</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Expected 9.7</td>
<td>9.7</td>
<td>9.6</td>
<td>9.7</td>
<td>9.6</td>
<td>9.7</td>
<td>10.8</td>
</tr>
<tr>
<td>Level 3: Familiar with a Collin Site</td>
<td>Observed 229</td>
<td>242</td>
<td>275</td>
<td>321</td>
<td>275</td>
<td>318</td>
<td>248</td>
</tr>
<tr>
<td></td>
<td>Expected 277.5</td>
<td>276.6</td>
<td>276.1</td>
<td>276.1</td>
<td>277.5</td>
<td>276.1</td>
<td>272.1</td>
</tr>
<tr>
<td>Level 4: Family Member Has Attended Collin</td>
<td>Observed 222</td>
<td>234</td>
<td>293</td>
<td>247</td>
<td>232</td>
<td>275</td>
<td>291</td>
</tr>
<tr>
<td></td>
<td>Expected 251.3</td>
<td>250.4</td>
<td>250.0</td>
<td>250.0</td>
<td>251.3</td>
<td>250.0</td>
<td>255.9</td>
</tr>
</tbody>
</table>

Chi-Square: 368.2, 24 df, p < .001

Table 1-G. How Respondents Learned about or Had Contact with Collin College within the Last Six Months (as of August 2011)

<table>
<thead>
<tr>
<th>Type of Contact</th>
<th>Number of Respondents</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsletter</td>
<td>56</td>
<td>9%</td>
</tr>
<tr>
<td>Class Schedule</td>
<td>82</td>
<td>14%</td>
</tr>
<tr>
<td>Post Card</td>
<td>24</td>
<td>4%</td>
</tr>
<tr>
<td>Advertising</td>
<td>81</td>
<td>14%</td>
</tr>
<tr>
<td>Internet</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>News Story</td>
<td>20</td>
<td>3%</td>
</tr>
<tr>
<td>On-Campus Event</td>
<td>8</td>
<td>1%</td>
</tr>
<tr>
<td>Off-Campus Event</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>Enrolled in Class</td>
<td>32</td>
<td>5%</td>
</tr>
<tr>
<td>Facebook</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Twitter</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>284</td>
<td>47%</td>
</tr>
<tr>
<td>No Contact</td>
<td>134</td>
<td>22%</td>
</tr>
</tbody>
</table>

The percentages in Table 1-G do not sum to 100 because some respondents had contact with Collin College through more than one medium. Thus, with the exception of those who indicated they had “No Contact” with Collin College during the six months prior to the survey, the categories may be duplicative. Initially, 137 respondents indicated that they had no contact with Collin College during the six months prior to the survey, but three of those also indicated that they had received a postcard (1), had Internet exposure to the College (1), or had seen a news story about the College (1). Consequently, those three responses were re-coded to indicate that they had College contact within the six months prior to the survey.
Section 2. Approval of Collin College: 1996 through 2011 Trends

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

<table>
<thead>
<tr>
<th>Response Options</th>
<th>Year Survey Was Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Strongly Agree</td>
<td>31.9%</td>
</tr>
<tr>
<td>2</td>
<td>31.6%</td>
</tr>
<tr>
<td>3</td>
<td>27.2%</td>
</tr>
<tr>
<td>4</td>
<td>7.6%</td>
</tr>
<tr>
<td>5 Strongly Disagree</td>
<td>1.7%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Chi-Square: 143.7, 24 df, p < .001

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

<table>
<thead>
<tr>
<th>Response Options</th>
<th>Year Survey Was Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Strongly Agree</td>
<td>31.5%</td>
</tr>
<tr>
<td>2</td>
<td>28.2%</td>
</tr>
<tr>
<td>3</td>
<td>30.8%</td>
</tr>
<tr>
<td>4</td>
<td>5.2%</td>
</tr>
<tr>
<td>5 Strongly Disagree</td>
<td>4.2%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Chi-Square: 170.4, 24 df, p < .001

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

<table>
<thead>
<tr>
<th>Response Options</th>
<th>Year Survey Was Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Strongly Agree</td>
<td>44.7%</td>
</tr>
<tr>
<td>2</td>
<td>28.9%</td>
</tr>
<tr>
<td>3</td>
<td>19.2%</td>
</tr>
<tr>
<td>4</td>
<td>5.0%</td>
</tr>
<tr>
<td>5 Strongly Disagree</td>
<td>2.3%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Chi-Square: 50.9, 24 df, p = .001
### Table 2-D. Collin Provides High Quality Education

<table>
<thead>
<tr>
<th>Response Options</th>
<th>Year Survey Was Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2001</td>
</tr>
<tr>
<td>1 Strongly Agree</td>
<td>46.5%</td>
</tr>
<tr>
<td>2</td>
<td>30.9%</td>
</tr>
<tr>
<td>3</td>
<td>19.7%</td>
</tr>
<tr>
<td>4</td>
<td>1.9%</td>
</tr>
<tr>
<td>5 Strongly Disagree</td>
<td>1.0%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Chi-Square: 53.4, 16 df, p < .001

*Note: This item was added in 2001.*

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

<table>
<thead>
<tr>
<th>Response Options</th>
<th>Year Survey Was Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2001</td>
</tr>
<tr>
<td>1 Strongly Agree</td>
<td>57.8%</td>
</tr>
<tr>
<td>2</td>
<td>21.7%</td>
</tr>
<tr>
<td>3</td>
<td>16.3%</td>
</tr>
<tr>
<td>4</td>
<td>2.8%</td>
</tr>
<tr>
<td>5 Strongly Disagree</td>
<td>1.4%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Chi-Square: 42.9, 16 df, p < .001

*Note: This item was added in 2001.*

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

<table>
<thead>
<tr>
<th>Response Options</th>
<th>Year Survey Was Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2005</td>
</tr>
<tr>
<td>1 Strongly Agree</td>
<td>55.3%</td>
</tr>
<tr>
<td>2</td>
<td>28.4%</td>
</tr>
<tr>
<td>3</td>
<td>8.4%</td>
</tr>
<tr>
<td>4</td>
<td>4.7%</td>
</tr>
<tr>
<td>5 Strongly Disagree</td>
<td>3.2%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Chi-Square: 37.5, 12 df, p < .001

*Note: This item was added in 2005.*
The average factor scores presented in table 2-G are composite representations of multiple variables (see the note following the table) into a single factor that represents the underlying approval of the College by respondents to the community survey. The composite variables are standardized with a mean of 0 (zero) and a standard deviation of 1.0. The lower the score, the more positive is respondents’ overall approval of the College. Thus, more negative values reflect relatively greater approval of the College, and more positive values represent relatively less approval.

Table 2-G. Average (Mean) Approval Factor Scores for All Years*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.3065338</td>
<td>0.2725970</td>
<td>-0.1449165</td>
<td>0.0294311</td>
<td>-0.0449539</td>
<td>-0.204214</td>
<td>-0.1318983</td>
</tr>
</tbody>
</table>

One-Way ANOVA: $F = 16.045$, 6 df, $p < 0.01$

*The factor scores in Table 2-G. are based on the three variables that were included in all six administrations of the Community Survey (Collin Offers Programs that Meet the Needs of the Community, Collin Makes a Valuable Contribution to Economic Development in Collin County, and Collin’s Tax Dollars Are Dollars Well Spent).

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

Post hoc comparisons among the mean factor scores indicate that approval ratings of Collin in 2001, 2007, 2009, and 2011 were significantly more positive (lower) than were those for 1996 and 1999, though, as noted earlier, the sample for 2001 may not have been representative of the county’s adult population. Regardless of the 2001 sample, the trend over the years is one of increasing public approval of Collin College, though there was an uptick in 2011. The 2013 survey will indicate whether or not 2011 is the start of an undesired trend in a less positive direction.
Section 3: 2011 Level of Awareness by Demographic Variables

In this section, the level of awareness dependent variable is compared across demographic variables using only 2011 data to determine whether or not there were differences among various groups of respondents in their awareness of the College.

Table 3-A. Level of Awareness by Gender

<table>
<thead>
<tr>
<th>Level of Awareness</th>
<th>Gender</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Level 0: Completely Unaware of Collin</td>
<td>Count</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>1.4%</td>
<td>1.6%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Level 1: Recognition of Collin Name</td>
<td>Count</td>
<td>13</td>
<td>21</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>3.7%</td>
<td>8.5%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Level 2: Collin Spontaneously Comes to Mind</td>
<td>Count</td>
<td>10</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>2.8%</td>
<td>3.2%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Level 3: Familiar with a Collin Site</td>
<td>Count</td>
<td>138</td>
<td>110</td>
<td>248</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>39.1%</td>
<td>44.5%</td>
<td>41.3%</td>
</tr>
<tr>
<td>Level 4: Family Member Has Attended Collin</td>
<td>Count</td>
<td>187</td>
<td>104</td>
<td>291</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>53.0%</td>
<td>42.1%</td>
<td>48.5%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>353</td>
<td>247</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Mann-Whitney U: 2.916, p = .004

Female respondents and family members were more likely than males to have attended Collin, and males were more likely to need prompting to recall Collin.

Table 3-B. Level of Awareness by Hispanic Identity

<table>
<thead>
<tr>
<th>Level of Awareness</th>
<th>Hispanic Identity</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hispanic</td>
<td>Non-Hispanic</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Level 0: Completely Unaware of Collin</td>
<td>Count</td>
<td>1</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>2.4%</td>
<td>1.5%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Level 1: Recognition of Collin Name</td>
<td>Count</td>
<td>3</td>
<td>31</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>7.1%</td>
<td>5.6%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Level 2: Collin Spontaneously Comes to Mind</td>
<td>Count</td>
<td>2</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>4.8%</td>
<td>2.9%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Level 3: Familiar with a Collin Site</td>
<td>Count</td>
<td>14</td>
<td>228</td>
<td>242</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>33.3%</td>
<td>41.5%</td>
<td>40.9%</td>
</tr>
<tr>
<td>Level 4: Respondent or Family Member Has Attended Collin</td>
<td>Count</td>
<td>22</td>
<td>266</td>
<td>288</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>52.4%</td>
<td>48.5%</td>
<td>48.7%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>42</td>
<td>549</td>
<td>591</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Mann-Whitney U: -.164, p = .870

Level of awareness did not differ between Hispanic and non-Hispanic respondents.
Table 3-C.  Level of Awareness by Racial Identity

<table>
<thead>
<tr>
<th>Level of Awareness</th>
<th>Racial Identity</th>
<th>White</th>
<th>Racial Minority</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Level 0: Completely Unaware of Collin</td>
<td>Column %</td>
<td>1.0%</td>
<td>3.0%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Level 1: Recognition of Collin Name</td>
<td>Count</td>
<td>23</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>5.5%</td>
<td>6.6%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Level 2: Collin Spontaneously Comes to Mind</td>
<td>Count</td>
<td>14</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>3.3%</td>
<td>2.4%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Level 3: Familiar with a Collin Site</td>
<td>Count</td>
<td>171</td>
<td>68</td>
<td>239</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>40.7%</td>
<td>40.7%</td>
<td>40.7%</td>
</tr>
<tr>
<td>Level 4: Respondent or Family Member Has Attended Collin</td>
<td>Count</td>
<td>208</td>
<td>79</td>
<td>287</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>49.5%</td>
<td>47.3%</td>
<td>48.9%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>420</td>
<td>167</td>
<td>587</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Mann-Whitney U: -.709, p = .478

Level of awareness did not differ between white and minority respondents.

Table 3-D.  Level of Awareness by Age

<table>
<thead>
<tr>
<th>Level of Awareness</th>
<th>Age Category</th>
<th>&lt; 26 Years</th>
<th>26-35 Years</th>
<th>36-45 Years</th>
<th>46-55 Years</th>
<th>56-65 Years</th>
<th>&gt;65 Years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Level 0: Completely Unaware of Collin</td>
<td>Col. %</td>
<td>0.0%</td>
<td>1.7%</td>
<td>1.2%</td>
<td>0.8%</td>
<td>3.0%</td>
<td>0.0%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Level 1: Recognition of Collin Name</td>
<td>Count</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
<td>0.0%</td>
<td>3.3%</td>
<td>5.4%</td>
<td>6.3%</td>
<td>5.9%</td>
<td>7.0%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Level 2: Collin Spontaneously Comes to Mind</td>
<td>Count</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
<td>0.0%</td>
<td>5.0%</td>
<td>4.2%</td>
<td>3.9%</td>
<td>1.5%</td>
<td>1.2%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Level 3: Familiar with a Collin Site</td>
<td>Count</td>
<td>4</td>
<td>26</td>
<td>91</td>
<td>46</td>
<td>40</td>
<td>37</td>
<td>244</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
<td>25.0%</td>
<td>43.3%</td>
<td>54.2%</td>
<td>35.9%</td>
<td>29.6%</td>
<td>43.0%</td>
<td>41.1%</td>
</tr>
<tr>
<td>Level 4: R or Family Member Has Attended Collin</td>
<td>Count</td>
<td>12</td>
<td>28</td>
<td>59</td>
<td>68</td>
<td>81</td>
<td>42</td>
<td>290</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
<td>75.0%</td>
<td>46.7%</td>
<td>35.1%</td>
<td>53.1%</td>
<td>60.0%</td>
<td>48.8%</td>
<td>48.9%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>16</td>
<td>60</td>
<td>168</td>
<td>128</td>
<td>135</td>
<td>86</td>
<td>593</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Kruskal-Wallis: 19.963, 5 df, p = .001

Close examination of table 3-D suggests that respondents who were aged 35 to 45 years were less than the other age groups to have taken classes or to have a family member who had taken classes at Collin. Overall, however, all age groups reflected a high degree of awareness of Collin College with very few respondents whose awareness of the College failed to rise above the three lower levels.
### Table 3-E. Level of Awareness by Highest Educational Attainment

<table>
<thead>
<tr>
<th>Level of Awareness</th>
<th>Highest Educational Attainment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High School Diploma or Less</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some College, Certificate, or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assoc. Deg.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Baccalaureate or Higher</td>
<td></td>
</tr>
<tr>
<td>Level 0: Completely Unaware of Collin</td>
<td>Count</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
<td>1.5%</td>
</tr>
<tr>
<td>Level 1: Recognition of Collin Name</td>
<td>Count</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
<td>5.7%</td>
</tr>
<tr>
<td>Level 2: Collin Spontaneously Comes to</td>
<td>Count</td>
<td>18</td>
</tr>
<tr>
<td>Mind</td>
<td>Col. %</td>
<td>3.0%</td>
</tr>
<tr>
<td>Level 3: Familiar with a Collin Site</td>
<td>Count</td>
<td>248</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
<td>41.3%</td>
</tr>
<tr>
<td>Level 4: Family Member Has Attended Collin</td>
<td>Count</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Kruskal-Wallis: 5.141, 2 df, p = .076

Level of awareness did not differ by level of educational attainment.

### Table 3-F. Level of Awareness by Locality of Residence

<table>
<thead>
<tr>
<th>Level of Awareness</th>
<th>Locality of Residence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Allen</td>
</tr>
<tr>
<td>Level 0: Completely Unaware of Collin</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
</tr>
<tr>
<td>Level 1: Recognition of Collin Name</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
</tr>
<tr>
<td>Level 2: Collin Comes Spontaneously to</td>
<td>Count</td>
</tr>
<tr>
<td>Mind</td>
<td>Col. %</td>
</tr>
<tr>
<td>Level 3: Familiar with a Collin Site</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
</tr>
<tr>
<td>Level 4: Family Member Has Attended Collin</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
</tr>
</tbody>
</table>

Kruskal-Wallis: 5/094, 6 df, p = .532

Level of awareness did not differ by locality of residence.
Table 3-G. Level of Awareness by Years Lived at Current Address

<table>
<thead>
<tr>
<th>Level of Awareness</th>
<th>&lt;1 Year</th>
<th>1-3 Years</th>
<th>4-7 Years</th>
<th>8-10 Years</th>
<th>&gt; 10 Years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 0: Completely Unaware of Collin</td>
<td>Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1: Recognition of Collin Name</td>
<td>Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2: Collin Spontaneously Comes to Mind</td>
<td>Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3: Familiar with a Collin Site</td>
<td>Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4: Family Member Has Attended Collin</td>
<td>Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Kruskal-Wallis: 37.009, 4 df, p < .001.

Table 3-G suggests that respondents who lived at their current Collin County addresses for more than ten years were more likely to have taken a class or to have a family member who had taken a class at Colin College than respondents who had lived at their current addresses for a shorter duration, and respondents who had lived at their current addresses for 1 to 7 years were less likely than others to have taken a class or have a family member who had taken a class at Collin College.

Respondents were asked to what degree they were aware of Collin’s efforts to rebrand itself. Specifically, the question asked, “How aware or unaware are you that Collin County Community College is now known as Collin College? The response is summarized in table 3-H. Six people did not respond to the item.

Table 3-H. Awareness of Collin College Branding Effort

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Aware</td>
<td>172</td>
<td>29%</td>
</tr>
<tr>
<td>Aware</td>
<td>157</td>
<td>27%</td>
</tr>
<tr>
<td>Unaware</td>
<td>170</td>
<td>29%</td>
</tr>
<tr>
<td>Very Unaware</td>
<td>90</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>589</td>
<td>100%</td>
</tr>
</tbody>
</table>

A total of 56 percent of respondents indicated some degree of awareness of Collin College’s recent efforts to rebrand itself. Thus, 44 percent of respondents were unaware. In the 2009 survey, 45 percent of respondents indicated some degree of awareness of Collin College’s efforts to rebrand itself, and 55 percent were unaware. Thus, in the two years since the last community survey, a slight majority of residents have come to know the College as Collin College.
Section 4: 2011 Approval by Demographic Variables

As readers explore the following data related to approval of Collin College, it is worth remembering that lower values reflect more positive impressions of the College. Since the following data represent composite scores for the underlying approval construct, and since the scores are standardized with an overall mean of zero, more negative values represent more positive perceptions.

Table 4-A. Approval by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>229</td>
<td>-.0588639</td>
</tr>
<tr>
<td>Male</td>
<td>160</td>
<td>.0842489</td>
</tr>
<tr>
<td>Total</td>
<td>389</td>
<td>.0000000</td>
</tr>
</tbody>
</table>

One-Way ANOVA: $F = 1.934$, 1 df, $p = .165$

There was no statistically significant difference between female and male respondents in their approval ratings of Collin College.

Table 4-B. Approval by Hispanic Identity

<table>
<thead>
<tr>
<th>Hispanic Identity</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>27</td>
<td>-.3000333</td>
</tr>
<tr>
<td>Non-Hispanic</td>
<td>256</td>
<td>.0117632</td>
</tr>
<tr>
<td>Total</td>
<td>383</td>
<td>-.0102172</td>
</tr>
</tbody>
</table>

One-Way ANOVA: $F = 2.448$, 1 df, $p = .118$

There was no statistically significant difference between white and minority respondents in their approval ratings of Collin College.

Table 4-C. Approval by Racial Identity

<table>
<thead>
<tr>
<th>Racial Identity</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>281</td>
<td>.0368769</td>
</tr>
<tr>
<td>Minority</td>
<td>101</td>
<td>-.1320386</td>
</tr>
<tr>
<td>Total</td>
<td>382</td>
<td>-.0077840</td>
</tr>
</tbody>
</table>

One-Way ANOVA: $F = 2.125$, 1 df, $p = .146$

There was no statistically significant difference between white and minority respondents in their approval ratings of Collin College.
Table 4-D. Approval by Age

<table>
<thead>
<tr>
<th>Age Category</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 26 Years</td>
<td>14</td>
<td>.2605940</td>
</tr>
<tr>
<td>26-35 Years</td>
<td>38</td>
<td>.0288885</td>
</tr>
<tr>
<td>36-45 Years</td>
<td>103</td>
<td>.1073779</td>
</tr>
<tr>
<td>46-55 Years</td>
<td>88</td>
<td>-.0720195</td>
</tr>
<tr>
<td>56-65 Years</td>
<td>90</td>
<td>.0027365</td>
</tr>
<tr>
<td>&gt;65 Years</td>
<td>52</td>
<td>-.2314461</td>
</tr>
<tr>
<td>Total</td>
<td>385</td>
<td>-.0060276</td>
</tr>
</tbody>
</table>

One-Way ANOVA: $F = 1.080$, $5$ df, $p = .371$

There were no statistically significant differences among age groups in their approval of Collin College. The 2009 survey found that respondents under the age of 26 were significantly less approving of Collin College than were other respondents. Since this age group includes the traditional college-age population, it is particularly important that the perception of the under-26 group, at the very least, be no less positive than for the other age groups. It was suggested in the 2009 report that the under-26 age group should become a primary focus of public relations efforts. It is unclear from any available data whether the 2011 finding of no differences in approval among the six age groups is the result of the College’s efforts to improve perceptions in the under-26 group or if it is a result of normal variation, but it is an unquestionably positive development.

Table 4-E. Approval by Highest Educational Attainment

<table>
<thead>
<tr>
<th>Highest Educational Attainment</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma or Less</td>
<td>28</td>
<td>-.0588679</td>
</tr>
<tr>
<td>Some College, Certificate, or Assoc. Degree</td>
<td>89</td>
<td>-.1604824</td>
</tr>
<tr>
<td>Baccalaureate or Higher</td>
<td>272</td>
<td>.0585707</td>
</tr>
<tr>
<td>Total</td>
<td>389</td>
<td>.0000000</td>
</tr>
</tbody>
</table>

One-Way ANOVA: $F = 1.667$, $2$ df, $p = .190$

There were no statistically significant differences in approval of Collin College among the three levels of educational attainment.
Table 4-F. Approval by Locality of Residence

<table>
<thead>
<tr>
<th>Locality of Residence</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen</td>
<td>40</td>
<td>.1252558</td>
</tr>
<tr>
<td>Frisco</td>
<td>44</td>
<td>.0733831</td>
</tr>
<tr>
<td>McKinney</td>
<td>72</td>
<td>-.1282450</td>
</tr>
<tr>
<td>Dallas/Richardson</td>
<td>32</td>
<td>-.0488333</td>
</tr>
<tr>
<td>Plano</td>
<td>133</td>
<td>-.0448960</td>
</tr>
<tr>
<td>Wylie</td>
<td>25</td>
<td>.3063534</td>
</tr>
<tr>
<td>Other Collin County Locations</td>
<td>43</td>
<td>.0202219</td>
</tr>
<tr>
<td>Total</td>
<td>389</td>
<td>.0000000</td>
</tr>
</tbody>
</table>

One-Way ANOVA: F = .790, 6 df, p = .578

There were no statistically significant differences in approval among the various localities of residence within Collin County.

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

<table>
<thead>
<tr>
<th>Age Category</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;1 Year</td>
<td>6</td>
<td>-.0354035</td>
</tr>
<tr>
<td>1-3 Years</td>
<td>66</td>
<td>.1722175</td>
</tr>
<tr>
<td>4-7 Years</td>
<td>105</td>
<td>-.0124594</td>
</tr>
<tr>
<td>8-10 Years</td>
<td>56</td>
<td>-.1230318</td>
</tr>
<tr>
<td>&gt; 10 Years</td>
<td>156</td>
<td>-.0189482</td>
</tr>
<tr>
<td>Total</td>
<td>389</td>
<td>.0000000</td>
</tr>
</tbody>
</table>

One-Way ANOVA: F = .719, 4 df, p = .579

There were no statistically significant differences in approval of Collin College among the groups of respondents based on how long they lived at their current addresses.
Appendix A

Demographic Comparison of Samples
Demographic Comparison of Samples

Table A-1. Gender by Year Survey Was Administered

<table>
<thead>
<tr>
<th>Gender</th>
<th>Year Survey Was Administered</th>
<th>1996</th>
<th>1999</th>
<th>2001</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Count</td>
<td>337</td>
<td>332</td>
<td>396</td>
<td>349</td>
<td>301</td>
<td>272</td>
<td>353</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>55.9%</td>
<td>55.3%</td>
<td>66.3%</td>
<td>58.2%</td>
<td>49.9%</td>
<td>45.3%</td>
<td>58.8%</td>
</tr>
<tr>
<td>Male</td>
<td>Count</td>
<td>266</td>
<td>268</td>
<td>201</td>
<td>251</td>
<td>302</td>
<td>328</td>
<td>247</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>44.1%</td>
<td>44.7%</td>
<td>33.7%</td>
<td>41.8%</td>
<td>50.1%</td>
<td>54.7%</td>
<td>41.2%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>603</td>
<td>600</td>
<td>597</td>
<td>600</td>
<td>603</td>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>Count</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>7.1%</td>
</tr>
<tr>
<td>NonHispanic</td>
<td>Count</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>549</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>92.9%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>591</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note: In 2010, federal and state requirements changed the way Collin College reports ethnic and racial data. In an effort to be consistent with the new reporting requirements, 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 summarized data from the Hispanic identity question, and there are no prior data available for comparison.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>Count</td>
<td>501</td>
<td>519</td>
<td>497</td>
<td>480</td>
<td>442</td>
<td>482</td>
<td>420</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>84.9%</td>
<td>89.0%</td>
<td>84.0%</td>
<td>82.8%</td>
<td>75.6%</td>
<td>83.0%</td>
<td>71.6%</td>
</tr>
<tr>
<td>Minority</td>
<td>Count</td>
<td>89</td>
<td>64</td>
<td>95</td>
<td>100</td>
<td>143</td>
<td>99</td>
<td>167</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>15.1%</td>
<td>11.0%</td>
<td>16.0%</td>
<td>17.2%</td>
<td>24.4%</td>
<td>17.0%</td>
<td>27.8%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>590</td>
<td>583</td>
<td>592</td>
<td>580</td>
<td>585</td>
<td>581</td>
<td>587</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Table A-4. Age by Year Survey Was Administered

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Year Survey Was Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 26 Years</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
</tr>
<tr>
<td>26-35 Years</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
</tr>
<tr>
<td>36-45 Years</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
</tr>
<tr>
<td>46-55 Years</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
</tr>
<tr>
<td>55-65 Years</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
</tr>
<tr>
<td>&gt;65 Years</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Column %</td>
</tr>
</tbody>
</table>

Note: The proportion of respondents in the two youngest age groups has steadily declined over the 15 years the survey has been administered, and the proportion of respondents in the two oldest age groups has steadily increased. This is probably due to the fact that younger people are giving up their listed hard telephone lines in favor of unlisted cell/smart phone connections. This is a phenomenon that telephone survey administrators must begin to address if they wish to continue gathering data from representative samples of the adult population, but a problem for which no adequate solution has yet been identified. Until the problem is resolved, it raised concerns about how representative future telephone surveys will be of the general adult population.

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

<table>
<thead>
<tr>
<th>Highest Educational Attainment</th>
<th>Year Survey Was Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma or Less</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
</tr>
<tr>
<td>Some College, Certif., or Assoc. Degree</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
</tr>
<tr>
<td>Baccalaureate or Higher</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
</tr>
</tbody>
</table>
Table A-6. Locality of Residence by Year Survey Was Administered

<table>
<thead>
<tr>
<th>Locality of Residence</th>
<th>Year Survey Was Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>47</td>
</tr>
<tr>
<td>Col. %</td>
<td>7.8%</td>
</tr>
<tr>
<td>Frisco</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>21</td>
</tr>
<tr>
<td>Col. %</td>
<td>3.5%</td>
</tr>
<tr>
<td>McKinney</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>57</td>
</tr>
<tr>
<td>Col. %</td>
<td>9.5%</td>
</tr>
<tr>
<td>Dallas/Richardson</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>98</td>
</tr>
<tr>
<td>Col. %</td>
<td>16.3%</td>
</tr>
<tr>
<td>Plano</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>227</td>
</tr>
<tr>
<td>Col. %</td>
<td>37.6%</td>
</tr>
<tr>
<td>Wylie</td>
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<tr>
<td>Count</td>
<td>29</td>
</tr>
<tr>
<td>Col. %</td>
<td>4.8%</td>
</tr>
<tr>
<td>Other Collin County Locations</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>47</td>
</tr>
<tr>
<td>Col. %</td>
<td>7.8%</td>
</tr>
<tr>
<td>Rockwall County</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>47</td>
</tr>
<tr>
<td>Col. %</td>
<td>7.8%</td>
</tr>
<tr>
<td>The Colony</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>30</td>
</tr>
<tr>
<td>Col. %</td>
<td>5.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>603</td>
</tr>
<tr>
<td>Col. %</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note: In the first two administrations of the Community Survey, an attempt was made to survey the population within Collin Colleges designated service area which includes Rockwall County and The Colony in Denton County. After the 1999 survey, the administration decided to limit the survey to Collin County, the College's primary service area.
### Table A-7. Years Lived in Collin County/at Current Address by Year Survey Was Administered

<table>
<thead>
<tr>
<th>Years Lived in Collin County</th>
<th>Years at Current Location</th>
<th>1996</th>
<th>1999</th>
<th>2001</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
<th>2011</th>
</tr>
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<tr>
<td>&lt;1 Year</td>
<td>Count</td>
<td>57</td>
<td>5</td>
<td>1</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
<td>9.5%</td>
<td>.8%</td>
<td>.2%</td>
<td>2.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3 Years</td>
<td>Count</td>
<td>145</td>
<td>227</td>
<td>143</td>
<td>147</td>
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<td></td>
<td>Col. %</td>
<td>24.1%</td>
<td>37.8%</td>
<td>23.8%</td>
<td>25.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-7 Years</td>
<td>Count</td>
<td>114</td>
<td>128</td>
<td>157</td>
<td>125</td>
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<td></td>
<td>Col. %</td>
<td>18.9%</td>
<td>21.3%</td>
<td>26.2%</td>
<td>21.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-10 Years</td>
<td>Count</td>
<td>69</td>
<td>59</td>
<td>72</td>
<td>41</td>
<td></td>
<td></td>
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<td></td>
<td>Col. %</td>
<td>11.5%</td>
<td>9.8%</td>
<td>12.0%</td>
<td>7.1%</td>
<td></td>
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<tr>
<td>&gt; 10 Years</td>
<td>Count</td>
<td>217</td>
<td>182</td>
<td>227</td>
<td>247</td>
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<td></td>
<td>Col. %</td>
<td>36.0%</td>
<td>30.3%</td>
<td>37.8%</td>
<td>42.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>602</td>
<td>601</td>
<td>600</td>
<td>577</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Col. %</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
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<td></td>
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<tr>
<td>&lt;1 Year</td>
<td>Count</td>
<td>48</td>
<td>26</td>
<td>10</td>
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<tr>
<td></td>
<td>Col. %</td>
<td>8.0%</td>
<td>4.3%</td>
<td>1.7%</td>
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<tr>
<td>1-3 Years</td>
<td>Count</td>
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<td>127</td>
<td>119</td>
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<td></td>
<td>Col. %</td>
<td>30.3%</td>
<td>21.2%</td>
<td>19.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-7 Years</td>
<td>Count</td>
<td>153</td>
<td>151</td>
<td>164</td>
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<tr>
<td></td>
<td>Col. %</td>
<td>25.6%</td>
<td>25.3%</td>
<td>27.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-10 Years</td>
<td>Count</td>
<td>39</td>
<td>56</td>
<td>88</td>
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<tr>
<td></td>
<td>Col. %</td>
<td>6.5%</td>
<td>9.4%</td>
<td>14.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt; 10 Years</td>
<td>Count</td>
<td>177</td>
<td>238</td>
<td>219</td>
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<td></td>
<td>Col. %</td>
<td>29.6%</td>
<td>39.8%</td>
<td>36.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>598</td>
<td>598</td>
<td>600</td>
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<tr>
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<td>100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note 1: In 2007, the vendor that administered the telephone survey changed the wording of the question from “How many years have you lived in Collin County?” to “How many years have you lived at your current address.” The change was unauthorized. Since the change in wording interrupted the data series, it was determined in subsequent years to continue with the revised wording. However, there is a sense that the length of time a person has lived in Collin County is more relevant to their awareness and approval of Collin College than the length of time they lived at a given address within Collin County.

Note 2: The 2011 random sample of Collin County’s adult population appears to have under-sampled county residents living at their current addresses for less than one year compared to the two preceding administrations. This may explain why there were no significant differences in their approval of the College (see table 4-G.) among respondents based on how long they lived at their current addresses. The 1996, 2007, and 2009 surveys found that respondents who had lived in Collin County (1996) or at their current addresses (2007 and 2009) for shorter periods were less approving of the College than those who had lived here longer. The 1996 finding led the College to work with realtor’s groups to make new move-ins more aware of the College. The difference disappeared in the 1999 survey, but, again that may have been an artifact of small numbers in 1999 rather than any actual improvement in approval. This issue will merit attention in the 2013 survey.
Appendix B

2011 Community Survey Responses to Open-Ended Items
2011 Community Survey Responses to Open-Ended Item

Item 2. What college first comes to mind when you think about colleges that serve residents of your area?

The responses below reflect “other” institutions identified by respondents in addition to the 12 institutions designated in Table 1-A. on page 5 of this report. Institutions are listed in alphabetical order. Institutions were identified by a single respondent unless followed by a number in parenthesis indicating the number of respondents who identified the institution.

1. Abilene Christian University
2. Auburn University (2)
3. Baylor (5)
4. BYU
5. College in Vietnam
6. Grayson College
7. ITT Tech
8. Rice University
9. Southwest Texas State University (2)
10. Texas A&M University (8)
11. Tarleton State University (2)
12. TCU (3)
13. Texas Tech
14. University of Oklahoma (3)
15. University of Southern California
16. University of Texas at Arlington (5)
17. University of Texas at Austin (12)
18. Western New Mexico University
Item 6. How did you learn about or come in contact with Collin College in the last six months?

The responses below reflect contacts “other” than the 12 listed in Table 1-G. on page 8 of this report.

1. Amateur Radio Club Meeting on Campus
2. Annex in McKinney
3. Attended College Fair with Daughter
4. Babysitter Attended
5. Billboard
6. Both Kids Attended
7. Brochure (2)
8. Campus Nearby
9. Catalog
10. Catalog in Mail
11. CEU Flyer
12. Child Attended
13. Child Attends (3)
14. Children
15. Children Do Piano Recitals There
16. Church
17. Classes
18. College Catalog
19. Collin President
20. Collin President Spoke at Rotary Club
21. Common Knowledge
22. Continuing Education Instructors
23. Course Schedule in Mail
24. Cousin Attends
25. Cousin Worked There
26. Dad Works There
27. Daughter
28. Daughter Attended (4)
29. Daughter Attends (14)
30. Daughter in Dual Credit
31. Daughter Looking into Attending Summer Class
32. Daughter Took ACT at Collin
33. Daughter Took Courses
34. Daughter Took Dual Credit Class Last Semester
35. Daughter Went to See About Classes
36. Did Certification There
37. Drive around Area
38. Drive by All the Time (2)
39. Drive by Everyday (2)
40. Drive by Future Site
41. Drive by It (29)
42. Drive by Once or Twice a Week
43. Drive by Regularly
44. Drive by. Friends' Kids Attend/ Pay Taxes
45. Drive by. High School Kids Take Courses
46. Drove By a Campus
47. Enrolled Child for High School Dual Credit
48. Family Attended (2)
49. Family Attends (3)
50. Family Members (2)
51. Flyer (2)
52. Flyers
53. Franklin Middle School
54. Friend
55. Friends Attended (2)
56. Friend Attends (2)
57. Friend Is Assistant Dean/ Looking at New Campus
58. Friend's Children Attend
59. Friend's Daughter Attends
60. Friend's Kids Doing High School Dual Credit
61. Friend's Son Attends
62. Friends Attend (3)
63. Friends Attended (2)
64. Friends Teach There
65. Frisco Magazine (2)
66. Frisco Style Magazine
67. Go by It All the Time
68. Go Past It
69. Go to Library
70. Got Transcript
71. Granddaughter Attends (2)
72. Granddaughter's Boyfriend Attends
73. Had a Meeting There. I Live Nearby.
74. High School
75. High School College Fair
76. High School Dual Credit Classes
77. High School Son Got Information
78. High School Told Us about Collin
79. Home Schoolers Taking Dual Credit
80. Husband Attended Collin before UNT
81. Husband Worked There
82. Husband Works at the College
83. I Get the CE Catalog
84. I Know Bob Collins, Tino Trujillo, and Mac Hendricks
85.  I Live Nearby and Drive by It Regularly
86.  I Work There
87.  It Is Here
88.  Junior League of Collin County Has Meetings There
89.  Just Know
90.  Kids Attend (2)
91.  Know Board Member Don Anthony
92.  Know People Who Attend
93.  Know People Who Go There
94.  Know Professors (2)
95.  Know Someone at Collin
96.  Know Someone Attending in the Fall
97.  Known About It for a Long Time
98.  Known about It Forever
99.  Library (2)
100. Live Close By
101. Live Close and Sometimes Pass It
102. Live Down the Street
103. Live Here (2)
104. Live Nearby (7)
105. Live Six Blocks Away
106. Lived Here My Whole Life
107. Lived in Area for over 30 Years
108. Lived There
109. Local Newspaper
110. Looking for Summer Classes
111. Made a Delivery There
112. Mailings (3)
113. Maybe Have Seen It Somewhere
114. Meeting There
115. Meetings for EAA Aircraft
116. Met People That Attend
117. Metroplex Higher Education Committee
118. Middle School Counselor
119. More Valued than Four-Year Colleges
120. My Daughter Attended
121. My Job at Elementary School Library that Collaborates with Collin
122. My Knowledge
123. Neighbors
124. Nephew Attends
125. New Building at 121 and Highway 75
126. Newspaper (2)
127. Next to Building to Where I Exercise
128. Niece Attends
129. Nursing Students at the Hospital
130. On the Radar
131. Online
132. Pamphlet
133. Pamphlet in Mail
134. Partner Applied for Position There
135. Pass a Sign
136. Passed It on the Way to Work
137. Paying Taxes for Them
138. People at Work
139. People Talk about It
140. People Who Go There
141. Piano Events
142. Plano City Mailer
143. Posters
144. Professor
145. Real Estate Broker
146. Registration
147. Rude at Registrar’s Office
148. Saw Building
149. Saw Campus
150. Saw the Campus (2)
151. See on Regular Basis
152. Signs on the Roads
153. Son Attended (2)
154. Son Attends (5)
155. Son Registered To Attend
156. Son Took ACT Test at Collin
157. Son Took Dual Credit Classes at Collin
158. Son's Friends Attend
159. Son's Occupation
160. Staff
161. Street Signs
162. Students at Church
163. Taking ESL
164. Talk to People
165. Talking to a Student
166. Tax Payer (3)
167. Teach There (2)
168. That's Where Our Taxes Go
169. Theatre
170. They Send Me Things
171. Thomas Pickin Is an Adjunct at Collin
172. Through Kids in High School
173. Took Class
174. Took Class/ Son Took SAT/ Seminar
175. Transferred To UTD from Collin
176. Tuition Bill
177. TV
178. TWC Web Site List of Ongoing Training
179. Two Grandchildren Attend (2)
180. Two Kids Taking Dual Enrollment Classes
181. Two Miles Away
182. Use Library
183. Visited the Campus
184. Voting on Campus (4)
185. Watched It Being Built
186. Water Bill
187. Web Site
188. Went There
189. Wife
190. Wife Goes There for Testing
191. Wife Took Continuing Ed Classes
192. Wife Took Pre-Nursing
193. Wife Works for Collin
194. Wife Works There
195. Word of Mouth (5)
196. Word of Mouth from Hygienist
197. Work as Associate Faculty Member
198. Work at PISD Special Ed Which Has Facility at SCC
199. Work at Plano Senior High
200. Work There
201. Younger Son Attended
202. Youngest Will Attend
Item 9 (Overall Programs Identified): Please identify any academic programs you are aware of at Collin College.

Note: Respondents were allowed to identify as many as five academic programs. The numbers in parentheses reflect the number of times a given response was recorded. The absence of a number in parentheses indicates that the response was given only once. Responses are listed alphabetically.

- 332 (55%) respondents identified at least one academic program (compared to 46% in 2009)
- 181 (30%) identified at least two academic programs (compared to 23% in 2009)
- 98 (16%) identified at least three academic programs (compared to 11% in 2009)
- 48 (8%) identified at least four academic programs (compared to 3% in 2009)
- 17 (3%) identified five academic programs (compared to 2% in 2009)

1. AA Degree (2)
2. Accounting (8)
3. Accounting/Economics
4. Adult Continuing Education
5. Adult Education (3)
6. All Requirements
7. American Sign Language/IPPD
8. Anthropology
9. AP English
10. AP in High School
11. Aquatics
12. Architecture
13. Art (11)
14. Art History
15. Art/Photography
16. Arts (5)
17. Associate Degrees (13)
18. Associate Level Courses
19. Associate of Arts
20. Associate Program/Liberal Arts
21. Associate/Continuing Ed
22. Astronomy
23. Automotive (2)
24. Bachelor’s Degree (2)
25. Basic AA
26. Basic Arts and Sciences
27. Basic Classes (2)
28. Basic Freshmen Literature
29. Basic Studies
30. Basics (5)
31. Biology (3)
32. Business (45)
33. Business Administration (2)
34. Business Management (2)
35. C# Computer Programming
36. CAD Design
37. Cake Decoration
38. Calculus
39. Ceramics
40. Certification Courses
41. CEUs
42. Chemistry (2)
43. Child Care Classes
44. Child Development (8)
45. Cisco Networking
46. Classes for a Teacher
47. College Algebra
48. Community Education
49. Community Service
50. Computer Drafting
51. Computer Information Systems
52. Computer IT Course
53. Computer Programming (4)
54. Computer Science (5)
55. Computer Technology
56. Computers (38)
57. Continuing Education (14)
58. Core Classes (3)
59. Core Curriculum
60. Criminal Justice (2)
61. Criminology
62. Culinary Arts (5)
63. Dance (2)
64. Dental (3)
65. Dental Assistant (4)
66. Dental Hygienist (7)
67. Dental Stuff
68. Dentistry
69. Design
70. Drama/Theater (10)
71. Driver's License
72. Dual Credit Classes (3)
73. Dual Credit for Home School
74. Dual Credit through High School
75. Early Childhood
76. Economics (2)
77. Education (9)
78. Education/Teachers
79. Electrical Engineering
80. Electronics
81. Emeritus
82. EMT (2)
83. Engineering (6)
84. English (17)
85. Environmental Science
86. ESL (3)
87. Exercise
88. Extension Courses
89. Filmmaking
90. Films
91. Finance (2)
92. Financial Technology
93. Fine Arts
94. Fire Academy (17)
95. Foreign Language (4)
96. Four-Year Prep
97. General Business
98. General Education (8)
99. General Requirements
100. General Studies (3)
101. Geology (3)
102. Government (3)
103. Graduate Program
104. Graphic Arts
105. Graphic Design (3)
106. Green Tech
107. Health
108. High School AP Courses
109. Higher Education
110. History (17)
111. Honors
112. Horticulture
113. Human Resources (2)
114. Industrial
115. Information Tech
116. Interesting Classes
117. Interior Designer
118. Internships
119. Japanese/Language
120. Java Programming
121. Journalism (2)
122. Lab Science
123. Language (7)
124. Latin
125. Law Enforcement (2)
126. Leadership Academy
127. Leadership Class
128. Leisure Classes
129. Liberal Arts (5)
130. Library
131. Management (2)
132. Marketing (4)
133. Math (17)
134. Mechanical
135. Medical (5)
136. Medical Assisting
137. Medical Billing
138. Medical Coding
139. Medical Information Tech
140. Medical Programs
141. Medical Tech Program
142. Mentoring Programs
143. Microsoft Certificate
144. Microsoft Certified Systems Engineer
145. Microsoft Office
146. Mrs.
147. Multimedia
148. Music (9)
149. No Academic Program Identified (265)
150. Normal College
151. Not Aware of Any (2, included in nonresponse total)
152. Not Familiar (included in nonresponse total)
153. Nursing (72)
154. Nutrition (2)
155. Occupational Therapy
156. Office Systems Technology
157. Paralegal (3)
158. Paramedics (3)
159. Pastry Chef
160. Pharmacy Tech
161. Photography (8)
162. Physical Training
163. Physics (2)
164. Pottery
165. Pre-Engineering
166. Pre-Law
167. Pre-Med (6)
168. Pre-Nursing
169. Prep Classes
170. Project Management (4)
171. Pronunciation
172. Psychology (3)
173. Public Safety
174. Real Estate (9)
175. Recreational
176. Regular Credit Courses
177. Respiratory Therapy (4)
178. Robotics
179. SAIL Program
180. Sales
181. Same as Other Community Colleges
182. Science (17)
183. Science/Biology
184. Science/Pre-Nursing
185. Sciences
186. Second Language
187. Sewing
188. Sign Language (2)
189. Small Business
190. Sociology (3)
191. Software Classes
192. Sound Engineering
193. Spanish (6)
194. Speech
195. Sports Nutrition
196. Standard Curriculum
197. Statistics
198. Superintendent Certificate
199. Surgical Technology
200. Teacher Certification (4)
201. Teaching (5)
202. Teaching/Early Childhood
203. Technical
204. Technical Programs
205. Technician
206. Technology (7)
207. Too Many To Mention (included among nonresponse total)
208.  Transfer (3)
209.  Undergraduate Degrees (2)
210.  Unit Health
211.  Web Design
212.  Wellness
213.  Yahtzee
Item 9 (First Program Identified): Please identify any academic programs you are aware of at Collin College.

Note: The numbers in parentheses reflect the number of times a given response was recorded. The absence of a number in parentheses indicates that the response was given only once. Responses are listed in descending order of frequency and then alphabetically.

1. No Academic Program Identified (265 or 44%)
2. Nursing (47 or 8%)
3. Business (20 or 3%)
4. Computers (19 or 3%)
5. Math (9 or 2%)
6. Continuing Education (7 or 1%)
7. English (7 or 1%)
8. Fire Academy (7 or 1%)
9. General Education (7 or 1%)
10. Science (7 or 1%)
11. Theatre (7 or 1%)
12. Accounting (6 or 1%)
13. Art (6 or 1%)
14. Associate Degrees (6 or 1%)
15. History (6 or 1%)
16. Computer Science (5 or 1%)
17. Education (5 or 1%)
18. Basics (4 or 1%)
19. Culinary (4 or 1%)
20. Engineering (4 or 1%)
21. Photography (4 or 1%)
22. Arts (3 or 1%)
23. Child Development (3 or 1%)
24. Dental Hygienist (3 or 1%)
25. Liberal Arts (3 or 1%)
26. Spanish (3 or 1%)
27. AA Degree (2 or < 1%)
28. Adult Education (2)
29. Basic Classes (2)
30. Biology (2)
31. Business Administration (2)
32. Business Management (2)
33. Core Classes (2)
34. ESL (2)
35. Foreign Languages (2)
36. Language (2)
37. Not Aware of Any (2, included in nonresponse total)
38. Nutrition (2)
39. Project Management (2)
40. Real Estate (2)
41. Teaching (2)
42. Transfer (2)
43. Accounting/Economics
44. All Requirements
45. American Sign Language/IPPD
46. AP in High School
47. Aquatics
48. Architecture
49. Associate Degree
50. Associate Level Courses
51. Associate Program/Liberal Arts
52. Associate/Continuing Ed
53. Bachelor's Degree
54. Bachelor's Degree Program
55. Basic AA
56. Calculus
57. Ceramics
58. CEUs
59. Child Care Classes
60. Cisco Networking
61. Classes for a Teacher
62. College Algebra
63. Community Education
64. Community Service
65. Computer Drafting
66. Computer Information Systems
67. Computer IT Course
68. Computer Programming
69. Computer Technology
70. Criminal Justice
71. Criminology
72. Dental Assisting
73. Dentistry
74. Drama
75. Driver's License
76. Dual Credit through High School
77. Early Childhood
78. Economics
79. Education/Teachers
80. Electrical Engineering
81. Finance
82. Financial Technology
83. Fine Arts
84. Four-Year Prep
85. General Business
86. Geology
87. Government
88. Graphic Arts
89. Graphic Design
90. Green Tech
91. Honors
92. Human Resources
93. Industrial
94. Information Tech
95. Interesting Classes
96. Japanese/Language
97. Lab Science
98. Latin
99. Law Enforcement
100. Leadership Academy
101. Leadership Class
102. Library
103. Management
104. Marketing
105. Medical
106. Medical Assisting
107. Medical Billing
108. Medical Coding
109. Medical Programs
110. Microsoft Office
111. Music Program
112. Normal College
113. Not Familiar (included in nonresponse total)
114. Occupational Therapy
115. Paralegal
116. Paramedics
117. Pastry Chef
118. Pharmacy Tech
119. Pre-Med
120. Pre-Nursing
121. Pronunciation
122. Psychology
123. Public Safety
124. Respiratory Therapy
125. Robotics
126. SAIL Program
127. Same as Other Community Colleges
128. Second Language
129. Sewing
130. Software Classes
131. Sound Engineering
132. Speech
133. Standard Curriculum
134. Statistics
135. Superintendent Certificate
136. Surgical Technology
137. Teacher Certification
138. Technical
139. Technician
140. Technology
141. Web Design
142. Wellness
143. Yahtzee
Item 9 (Second Program Identified): Please identify any academic programs you are aware of at Collin College.

Note: The numbers in parentheses reflect the number of times a given response was recorded. The absence of a number in parentheses indicates that the response was given only once. Responses are listed in descending order of frequency and then alphabetically.

1. Nursing (20 or 3%)
2. Business (17 or 3%)
3. Science (8 or 1%)
4. Computers (6 or 1%)
5. Music (6 or 1%)
6. Fire Academy (5 or 1%)
7. History (5 or 1%)
8. Continuing Education (4 or 1%)
9. Dental Hygienist (4 or 1%)
10. Real Estate (4 or 1%)
11. Art (3 or 1%)
12. Associate Degrees (3 or 1%)
13. Child Development (3 or 1%)
14. Education (3 or 1%)
15. English (3 or 1%)
16. Math (3 or 1%)
17. Computer Programming (2 < 1%)
18. Dental Assistant (2)
19. Drama/Theater (2)
20. Dual Credit Classes (2)
21. Foreign Language (2)
22. General Studies (2)
23. Graphic Design (2)
24. Marketing (2)
25. Medical (2)
26. Paralegal (2)
27. Photography (2)
28. Physics (2)
29. Pre-Med (2)
30. Project Management (2)
31. Sociology (2)
32. Teaching (2)
33. Undergraduate Degrees (2)
34. Accounting
35. Adult Education
36. Anthropology
37. AP English
38. Associate
39. Associate of Arts
40. Basic Arts and Sciences
41. Basic Freshmen Literature
42. Basics
43. Biology
44. CAD Design
45. Core Curriculum
46. Criminal Justice
47. Culinary Arts
48. Dental
49. Dental Stuff
50. Design
51. Economics
52. Emeritus
53. Environmental Science
54. ESL
55. Films
56. General Education
57. Health
58. Higher Education
59. Horticulture
60. Interior Designer
61. Languages
62. Medical Information Tech
63. Medical Tech Program
64. Microsoft Certificate
65. Pottery
66. Pre-Engineering
67. Pre-Law
68. Prep Classes
69. Psychology
70. Recreational
71. Regular Credit Courses
72. Respiratory Therapy
73. Sales
74. Science/Pre-Nursing
75. Sign Language
76. Spanish
77. Sports Nutrition
78. Teacher's Certificate
79. Technical Programs
80. Technology
81. Too Many To Mention
82. Transfer
Item 9 (Third Program Identified): Please identify any academic programs you are aware of at Collin College.

Note: The numbers in parentheses reflect the number of times a given response was recorded. The absence of a number in parentheses indicates that the response was given only once. Responses are listed in descending order of frequency and then alphabetically.

1. Business (7 or 1%)
2. Computers (7 or 1%)
3. History (4 or 1%)
4. Technology (4 or 1%)
5. English (3 or 1%)
6. Math (3 or 1%)
7. Nursing (3 or 1%)
8. Accounting (2 or < 1%)
9. Child Development (2)
10. Continuing Education (2)
11. Dance (2)
12. Medical (2)
13. Music (2)
14. Photography (2)
15. Pre-Med (2)
16. Respiratory Therapy (2)
17. Science (2)
18. Adult Continuing Education
19. Art
20. Art History
21. Astronomy
22. Automotive
23. Basic Studies
24. Cake Decoration
25. Certification Courses
26. Chemistry
27. Computer Programming
28. Core Classes
29. Dental
30. Dual Credit
31. Dual Credit for Home School
32. Electronics
33. EMT
34. Engineering
35. Exercise
36. Extension Courses
37. Filmmaking
38. Finance  
39. General Requirements  
40. General Studies  
41. Geology  
42. Graduate Program  
43. Human Resources  
44. Internships  
45. Java Programming  
46. Journalism  
47. Law Enforcement  
48. Leisure Classes  
49. Liberal Arts  
50. Management  
51. Mechanical  
52. Mrs.  
53. Office Systems Technology  
54. Paramedics  
55. Psychology  
56. Real Estate  
57. Real Estate License  
58. Science/ Biology  
59. Sociology  
60. Spanish  
61. Teacher's Certificate  
62. Teaching  
63. Teaching/Early Childhood  
64. Unit Health
Item 9 (Fourth Program Identified): Please identify any academic programs you are aware of at Collin College.

Note: The numbers in parentheses reflect the number of times a given response was recorded. The absence of a number in parentheses indicates that the response was given only once. Responses are listed in descending order of frequency and then alphabetically.

1. Computers (5 or 1%)
2. Fire Academy (5 or 1%)
3. Languages (3 or 1%)
4. Art (2 or < 1%)
5. Arts (2)
6. English (2)
7. Math (2)
8. Nursing (2)
9. Accounting
10. Associate
11. Associate Degrees
12. Automotive
13. Biology
14. Business
15. Continuing Education
16. Dental
17. Dental Assisting
18. Education
19. EMS
20. Engineering
21. Government
22. High School AP Courses
23. History
24. Liberal Arts
25. Marketing
26. Mentoring Programs
27. Microsoft Certified Systems Engineer
28. Multimedia
29. Paramedic
30. Sign Language
31. Small Business
32. Teacher's Certification
33. Technology
Item 9 (Fifth Program Identified): Please identify any academic programs you are aware of at Collin College.

Note: The numbers in parentheses reflect the number of times a given response was recorded. The absence of a number in parentheses indicates that the response was given only once. Responses are listed in descending order of frequency and then alphabetically.

1. English (2 or < 1%)
2. Art/Photography
3. Biology
4. C# Computer Programming
5. Chemistry
6. Computers
7. Geology
8. Government Classes
9. History
10. Journalism
11. Languages
12. Physical Training
13. Pre-Med
14. Real Estate
15. Sciences
16. Spanish
Item 11: What one thing could Collin County Community College do to better serve your needs?

Note: Not everyone responded to item 11. In general, responses tended to fall into one of eight broad categories:
1. Access to Programs, Courses, and Services
2. Adult, Senior Citizen, and Continuing Education Programs and Courses (Although this is a subset of the first category, there were enough comments related specifically to adults, senior citizens, and continuing education that it was broken out as a separate category.)
3. Customer Service
4. Economic Issues
5. Educational and Institutional Quality
6. Marketing and Communication
7. Upper-Division, Baccalaureate, and Graduate Programs
8. Youth, College-Preparatory, and Community Programs

A “Miscellaneous” section was added to capture eight comments that fit within none of the other categories nor were they particularly related to one another. With the exception of the “Miscellaneous” category which appears at the end, the categories are listed in alphabetical order as are the comments within the categories. Numbers in parenthesis following a comment indicate the number of times that the same comment appeared. All comments appear verbatim as recorded by the telephone interviewers.

Access to Programs, Courses, and Services (65 distinct comments in 2011 compared to 61 distinct comments in 2009)

1. Arts programs.
2. Be open on Saturday morning and weeknights.
3. Better access to classes I want in my own town.
4. Better transportation between campuses.
5. Bring in more programs and be more competitive.
6. Broader range of academic programs.
7. Build a campus in Farmersville. (3)
8. Christian ministry classes.
9. Class that teaches about computer hardware.
13. Degree programs.
15. Do more in Plano and Frisco area.
17. Expand large computer classes.
18. Golf lesson.
19. Have classes to help others.
20. Have daytime courses.
21. If they had photography classes for less.
22. Make education available to nontraditional students.
23. Make more classes and times available.
24. Make more of the academics available online.
25. More and different class times on weekends.
26. More areas of studies in my community.
27. More basic classes at my location.
29. More certificate programs.
30. More certification classes rather than degrees.
31. More classes during the day.
32. More computer classes (Linux and Microsoft, for example). Teach new tech in courses that don't count for degree.
33. More corporate courses.
34. More courses.
35. More diversity [this appears to refer to the breadth of programs rather than the diversity of students] in your programs; [e.g.,] lapidary classes.
36. More flexible with all classes, not just the ones most people like.
37. More languages. (2)
38. More locations. (2)
39. More night classes (they fill up quickly).
40. More night classes for working people.
41. More on-campus housing.
42. More online classes. (2)
43. More online curriculum.
44. More online programs. (2)
45. More pre-entry level; mandatory classes; classes are filled up; larger classes.
46. More variety of courses.
47. More vocational training.
49. Offer human resources program.
50. Offer more degree plans, classes, medicine.
51. Offer more engineering programs.
52. Offer more programs.
53. Offer multimedia colleges more often on more days.
54. Offer night classes for engineering.
55. Offer online classes
56. Offer online computer classes.
57. Offer vocational/industrial arts like welding.
58. Offering online program for associate degree.
59. Online services where a person would be able to attend and study from home.
60. Open it to more people.
61. Open more branches; Preston is closer to me.
62. Radiology program.
63. Sales classes in McKinney.
64. Son needed a class and couldn't get in. Should expand classes.
65. State funding is limiting classes and causing a lot of problems.
Adult, Senior Citizen, and Continuing Education Programs and Courses (27 distinct comments in 2011 compared to 13 distinct comments in 2009)

1. Adult learning offered more frequently.
2. Better dental program for seniors.
3. CEUs. (2)
4. Classes for people over 50 in the daytime rather than at night.
5. Continuing adult education classes.
6. Continuing education.
7. Daytime continuing ed classes.
8. Expand continuing education.
9. Let elderly students audit a class.
10. More adult courses: cooking classes, wide variety of smaller courses.
11. More classes for people over 50.
12. More continuing education. (3)
13. More continuing education at Spring Creek Campus ([e.g.,] computer introduction).
14. More online courses in continuing education.
15. More programs to keep up with student needs.
16. More senior citizens' programs; lifetime education.
17. More workshops for teachers.
18. Noncredit geology or archeology.
19. Offer CE classes at SCC.
20. Offer CEU to nurses.
22. Offer frivolous classes for people who are not looking for a degree.
23. Offer more continuing education (wellness, lifetime sports, exercise).
24. Offer noncredit adult education, foreign language, special interest at lower cost.
26. Senior citizen not interested in classes towards degrees; interested in senior workshops or a place to learn about retirement.
27. Spanish for adults for a second language.
Customer Service (40 distinct comments in 2011 compared to 15 distinct comments in 2009, all negative)

1. [Need] Advisors who are more helpful.
2. Better access to counselors.
4. Build a parking garage.
5. Count activities that do not count towards credits.
6. Doing a good job. Three kids went there.
7. Doing a great job.
8. Doing very well.
9. Easier way to park; more parking spaces.
10. Everything they have is good.
11. Faculty rules are too strict and silly; didn't have anything to do with academics; not treated like college students.
12. Get a better tutoring system as well as counseling.
13. Great transitional school that helps young students.
15. Have a better counseling department.
16. I am satisfied.
17. I like the college. Good location.
18. Keep doing what you are doing. (2)
19. Keep up the good work.
20. Make application process easier for people wanting just one class.
21. Make sure students enrolling can do so more easily.
23. More proactive towards non-traditional learners.
24. Never had a bad experience with them.
25. Quite satisfied with service now.
26. [Need] Registrar's staff [to be] more helpful, less rude
27. Registration is the hardest part. Doing a very good job.
28. Sometimes the theater productions are off-color.
29. They are doing a good job.
30. They are doing a great job. (3)
31. They are doing fine. Glad they are going to online classes that save money.
32. They are helpful.
33. They do it all pretty well.
34. They have done very well already.
35. They have exceeded my expectations.
36. They made it easy for my grandkids to enroll.
37. They serve them [the respondent's needs] now.
38. They've done everything.
39. They've done pretty good.
40. We are quite satisfied.
Economic Issues (31 distinct comments in 2011 compared to 20 distinct comments in 2009)

1. Assist me in balancing my budget.
2. Be cheaper.
3. Charge students more.
4. Cost: with five kids you need to reconsider how someone qualifies for a loan.
5. Cut the taxes.
6. Denton county HS students going to Frisco ISD should not pay out-of-county fees for dual credit.
7. Don't like paying so much tax, but wouldn't be so against the tax dollars if I were more aware of where they are going.
8. Too expensive, but less than universities.
9. Expand expenditure and hope it doesn't affect me.
11. Give me a job.
12. Give more scholarships.
13. Help with job assistance.
14. Hire me as an adjunct.
15. Hire me back.
16. Identify dollars spent on programs not directly related to education and remove them.
17. Keep tuition lower.
18. Keep tuition until grandkids get into school.
19. Lower taxes.
20. Lower tuition. (2)
22. Help unemployed.
23. Make it free.
24. More financial assistance.
25. Reasonable tuition.
27. More scholarships for people who can't afford college. Work study programs.
28. Not take taxpayer dollars.
29. Send us a small check for supporting you.
30. Subsidize people who can't afford classes. I am disabled now.
31. Use financial aid.
Educational and Institutional Quality (15 distinct comments in 2011 compared to 11 distinct comments in 2009)

1. Mentor students in companies.
2. Better full-time staff.
3. Better programs. People don't get good job prospects. They should bring in companies to hire grads.
4. Develop stronger reputation to attract top students.
5. Improve academic staff.
6. Improve science courses.
7. Keep getting stronger.
8. Laboratory technician course beyond AP chemistry.
9. Should have an easier intern program.
10. Make classes easier.
11. Offer sessions to mentor classes on topics.
13. Retain more students in classes. Better job placement, career counseling, internships.
14. Some instructors are not the best. Follow up on teacher evaluations.
15. Upgrade academics.
Marketing and Communication (39 distinct comments in 2011 compared to 34 distinct comments in 2009)

1. Advertise more. (7)
2. Advertise and let people know what they have to offer.
3. Advertise better.
4. Advertise more on TV. More up-to-date with marketplace demands.
5. Advertise more. What they are doing in community?
6. Advertise programs and name change more
7. Advertise programs better. (2)
8. Advertise their specialties
9. Advertise; make people more aware of what they offer. Why did they change their name?
10. Communicate options and work with schools.
11. Don't know what it serves. More advertising.
12. Flyers in the mail; more advertising.
13. Get more info out there about what they have to offer.
14. Have things for police, EMT, firefighters, nurses to keep them informed.
15. Heard people talk about the College, but don't know much about it.
16. Let more people know about it.
17. Make specialty classes and programs more visible.
18. Make themselves a little better-known.
19. More advertising for programs.
21. More educational program info.
22. More flyers about their programs.
23. More information. (2)
25. More information about what the college offers.
26. More information on what they provide.
27. More visible in the community. Let students know of it. Work with the universities.
28. More visible to surrounding community.
29. Publish curriculum in newspaper so community knows more about it.
30. Put more information out.
31. Send a syllabus.
32. Send course catalogs.
33. Send out a mailer for short-term night classes.
34. Send out flyers to better understand what they offer.
35. Thank you for sending great info regularly.
36. They should improve their Web site.
37. Want list of classes in arts and computer.
38. Web site is archaic; other colleges have better ones; difficult to navigate.
39. Would like to get a class schedule in the mail.
Upper-Division, Baccalaureate, and Graduate Programs (15 distinct comments in 2011 compared to 20 distinct comments in 2009)

1. Become a four-year school. (8)
2. Four-year programs. (2)
3. Master's program. (3)
4. Offer bachelor's degrees. (3)
5. Grad classes.
6. I am looking at post-graduate work.
7. More bachelor degree programs.
8. More programs at higher university level.
10. Offer four-year and graduate degrees.
11. Offer master's degrees.
12. Offer more classes for bachelor's degrees.
13. Offer wider variety of programs especially for higher qualified people.
14. Open more higher learning campuses [this probably refers to CHEC].
15. I would love a master's of liberal arts.
Youth, College-Preparatory, and Community Programs (new comment category with 17 distinct comments in 2011)

1. Summer programs.
2. Be active in the middle school age range.
3. Community activities.
4. Have a high school tutorial where college kids tutor high school kids.
5. Help me with my English.
6. Just improve the community.
7. Let me use your new library.
8. More access to library and community pool things. More outreach to elementary kids.
10. More community programs for kids or outreach.
11. Concerts for average people.
12. More non-academic classes: dance, CE.
14. Offer tours for middle school.
15. Open computer lab to community users.
16. Outreach to broaden one's horizons.
17. Summer courses for kids in elementary and middle school (leisure/academic).
Miscellaneous (8 distinct comments that fit into no other category in 2011 compared with 1 distinct comment in 2009 that fit into no other category)

1. Add a football/sports program.
2. Have more athletic programs.
3. Make transferring credits better; list colleges that take Collin credits.
5. Nothing yet. Children are young.
6. Pretty exciting place to be.
7. Stay there until my kids are old enough to go to college.
8. They could build performing arts hall.
Appendix C

2011 Community Survey Questionnaire
MY NAME IS _____________________ AND I'M WITH __________________________. WE ARE NOT A DIRECT MARKETING FIRM AND THIS IS NOT A SALES CALL. WE ARE A PUBLIC OPINION RESEARCH FIRM, CONDUCTING A SURVEY ABOUT HIGHER EDUCATION IN YOUR COMMUNITY. I WOULD APPRECIATE JUST A FEW MINUTES OF YOUR TIME. YOUR ANSWERS WILL BE CONFIDENTIAL AND I WILL NOT RECORD YOUR NAME. MAY I ASK YOU A FEW QUESTIONS?

AREA
ALLEN .......... 1
DALLAS ........... 2
FRISCO .......... 3
MCKINNEY ......... 4

RICHARDSON .... 5
PLANO ............ 6
WYLIE ........... 7
ELSEWHERE ....... 8

SHEET NUMBER _______________
SEX
MALE ........... 1
FEMALE .......... 2

1. FIRST, PLEASE TELL ME HOW MANY YEARS YOU HAVE LIVED AT YOUR CURRENT ADDRESS?

EXACT NUMBER _______________
LESS THAN 3 YEARS .... 1
3 - 15 YEARS ... 2
MORE THAN 15 YEARS .... 3
REFUSE TO ANSWER .... 4

2. WHAT COLLEGE FIRST COMES TO MIND WHEN YOU THINK ABOUT COLLEGES THAT SERVE RESIDENTS OF YOUR AREA?

(DO NOT READ RESPONSES AND MARK ONLY ONE)
AMBERTON UNIVERSITY ....... 01
BROOKHAVEN COLLEGE ....... 02
COLLIN COUNTY COMMUNITY 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 TEXAS AT DALLAS . 12
UNIVERSITY OF PHOENIX ...... 13
OTHER ______________________ .... 14
NO COLLEGE COMES TO MIND .... 14

(IF "COLLIN COLLEGE" OR "COLLIN COUNTY COMMUNITY COLLEGE", CIRCLE YES IN #S 3 AND #4, BUT SKIP TO #5, ALL OTHERS CONTINUE)

3. HAVE YOU EVER HEARD OF COLLIN COLLEGE?

YES ................. 1
NO ................. 2
REFUSE TO ANSWER ... 3

(IF YES, SKIP TO #5. IF NO, CONTINUE)

4. HAVE YOU EVER HEARD OF COLLIN COUNTY COMMUNITY COLLEGE?

YES ................. 1
NO ................. 2
REFUSE ................. 3

(IF NO TO #3 AND #4, SKIP TO #12)
5. HOW AWARE OR UNAWARE ARE YOU THAT COLLIN COUNTY COMMUNITY COLLEGE IS NOW KNOWN AS COLLIN COLLEGE?

   VERY AWARE . . . 1
   AWARE . . . . . . . 2
   UNAWARE . . . . . 3
   VERY UNAWARE 4
   NO OPINION . . . 5

6. HOW DID YOU LEARN ABOUT OR COME IN CONTACT WITH COLLIN COLLEGE IN THE LAST SIX MONTHS? IF YOU HAVE NOT COME IN CONTACT WITH THE COLLEGE IN THE LAST SIX MONTHS, TELL ME THAT ALSO. (CIRCLE ALL THAT APPLY)

   NEWSLETTER . . . . . . . . . . . . . 01 FACEBOOK . . . . . . . . . . . . . . . . . . . . . 08
   CLASS SCHEDULE . . . . . . . . . . . . . 02 TWITTER . . . . . . . . . . . . . . . . . . . . . 09
   POSTCARD . . . . . . . . . . . . . . . . . 03 LinkedIn . . . . . . . . . . . . . . . . . . . . . 10
   ADVERTISING . . . . . . . . . . . . . . . 04 OFF-CAMPUS EVENT . . . . . . . . . . . . . . . . . . . . . . . . . . . 11
   INTERNET . . . . . . . . . . . . . . . . . 05 ENROLLED IN CLASS . . . . . . . . . . . . . . . . . . . . . . . . . . . 12
   NEWS STORY . . . . . . . . . . . . . . . 06 OTHER . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 13
   ON-CAMPUS EVENT . . . . . . . . . . 07 NO CONTACT IN LAST SIX MONTHS . . . . . . . . . . . . . . . . . . . . . . . . . . . 14
7. WITH WHICH COLLIN COLLEGE LOCATIONS ARE YOU MOST FAMILIAR? (MARK ONLY ONE RESPONSE)

<table>
<thead>
<tr>
<th>Location</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>CENTRAL PARK CAMPUS IN N. MCKINNEY</td>
<td>1</td>
</tr>
<tr>
<td>COURTYARD CENTER IN WEST PLANO</td>
<td>2</td>
</tr>
<tr>
<td>PRESTON RIDGE CAMPUS IN FRISCO</td>
<td>3</td>
</tr>
<tr>
<td>SPRING CREEK CAMPUS IN EAST PLANO</td>
<td>4</td>
</tr>
<tr>
<td>COLLIN HIGHER ED CTR IN S. MCKINNEY</td>
<td>5</td>
</tr>
<tr>
<td>ALLEN CENTER AT ALLEN HS</td>
<td>6</td>
</tr>
<tr>
<td>ROCKWALL CENTER</td>
<td>7</td>
</tr>
<tr>
<td>NONE</td>
<td>8</td>
</tr>
<tr>
<td>REFUSE TO ANSWER</td>
<td>9</td>
</tr>
</tbody>
</table>

8. HAVE YOU OR ANY MEMBER OF YOUR IMMEDIATE FAMILY EVER TAKEN A CLASS AT COLLIN COLLEGE?
   - YES . . . . . . . . . 1
   - NO . . . . . . . . . 2
   - REFUSE TO ANSWER . . . 3

9. PLEASE IDENTIFY ANY ACADEMIC PROGRAMS YOU ARE AWARE OF AT COLLIN COLLEGE. (PROBE: ANY OTHERS)
   1. 
   2. 
   3. 
   4. 
   5. 

10. ON A SCALE OF 1 TO 5, WHERE 1 MEANS YOU STRONGLY AGREE AND 5 MEANS YOU STRONGLY DISAGREE, HOW WOULD YOU RATE THE FOLLOWING STATEMENTS: COLLIN COLLEGE('S) . . . .

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>SD</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) OFFERS PROGRAMS THAT MEET THE NEEDS OF THE COMMUNITY IN YOUR AREA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>B) PROVIDES HIGH QUALITY EDUCATION</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>C) MAKES A VALUABLE CONTRIBUTION TO ECONOMIC DEVELOPMENT IN COLLIN COUNTY</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>D) TAX DOLLARS ARE DOLLARS WELL SPENT</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>E) I WOULD RECOMMEND COLLIN COLLEGE TO ANY FRIEND OR FAMILY MEMBER</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F) COLLIN COLLEGE HAS A POSITIVE IMAGE IN THE COMMUNITY</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

11. WHAT ONE THING COULD COLLIN COLLEGE DO TO BETTER SERVE YOUR NEEDS?

12. THE FOLLOWING ARE FOR STATISTICAL PURPOSES ONLY.

<table>
<thead>
<tr>
<th>Exact Number</th>
</tr>
</thead>
</table>

WHAT IS YOUR AGE?

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDER 25</td>
<td>1</td>
</tr>
<tr>
<td>26 - 35 YEARS</td>
<td>2</td>
</tr>
<tr>
<td>36 - 45 YEARS</td>
<td>3</td>
</tr>
<tr>
<td>46 - 55 YEARS</td>
<td>4</td>
</tr>
<tr>
<td>56 - 65 YEARS</td>
<td>5</td>
</tr>
<tr>
<td>OVER 65 YEARS</td>
<td>6</td>
</tr>
<tr>
<td>REFUSE TO ANSWER</td>
<td>7</td>
</tr>
</tbody>
</table>
13. IN WHICH COUNTY DO YOU CURRENTLY RESIDE?

<table>
<thead>
<tr>
<th>County</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLIN</td>
<td>1</td>
</tr>
<tr>
<td>DALLAS</td>
<td>2</td>
</tr>
<tr>
<td>DENTON</td>
<td>3</td>
</tr>
<tr>
<td>FANNIN</td>
<td>4</td>
</tr>
<tr>
<td>GRAYSON</td>
<td>5</td>
</tr>
<tr>
<td>HUNT</td>
<td>6</td>
</tr>
<tr>
<td>ROCKWALL</td>
<td>7</td>
</tr>
<tr>
<td>OTHER</td>
<td>8</td>
</tr>
<tr>
<td>REFUSE TO ANSWER</td>
<td>9</td>
</tr>
</tbody>
</table>

14. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE ATTAINED?

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT A HIGH SCHOOL GRADUATE</td>
<td>1</td>
</tr>
<tr>
<td>HIGH SCHOOL DIPLOMA/GED</td>
<td>2</td>
</tr>
<tr>
<td>SOME COLLEGE, NO DEGREE</td>
<td>3</td>
</tr>
<tr>
<td>2-YEAR COLLEGE CERTIFICATE</td>
<td>4</td>
</tr>
<tr>
<td>ASSOCIATES DEGREE</td>
<td>5</td>
</tr>
<tr>
<td>BACHELOR’S DEGREE</td>
<td>6</td>
</tr>
<tr>
<td>MASTER’S DEGREE</td>
<td>7</td>
</tr>
<tr>
<td>DOCTORATE/PROFESSIONAL DEGREE</td>
<td>8</td>
</tr>
<tr>
<td>REFUSE TO ANSWER</td>
<td>9</td>
</tr>
</tbody>
</table>

15. ARE YOU HISPANIC?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>1</td>
</tr>
<tr>
<td>NO</td>
<td>2</td>
</tr>
<tr>
<td>REFUSE TO ANSWER</td>
<td>3</td>
</tr>
</tbody>
</table>
16. IN WHICH RACIAL GROUP OR GROUPS DO YOU USUALLY IDENTIFY YOURSELF?

16A. WHITE

YES . . . . . . . . . . . . . . . . 1
NO . . . . . . . . . . . . . . . . . . 2
REFUSE TO ANSWER . . . . . . 3

16B. BLACK

YES . . . . . . . . . . . . . . . . 1
NO . . . . . . . . . . . . . . . . . . 2
REFUSE TO ANSWER . . . . . . 3

16C. ASIAN

YES . . . . . . . . . . . . . . . . 1
NO . . . . . . . . . . . . . . . . . . 2
REFUSE TO ANSWER . . . . . . 3

16D. NATIVE HAWAIIAN OR PACIFIC ISLANDER

YES . . . . . . . . . . . . . . . . 1
NO . . . . . . . . . . . . . . . . . . 2
REFUSE TO ANSWER . . . . . . 3

16E. AMERICAN INDIAN OR ALASKA NATIVE

YES . . . . . . . . . . . . . . . . 1
NO . . . . . . . . . . . . . . . . . . 2
REFUSE TO ANSWER . . . . . . 3

16F. OTHER

YES . . . . . . . . . . . . . . . . 1
NO . . . . . . . . . . . . . . . . . . 2
REFUSE TO ANSWER . . . . . . 3

THAT'S THE END OF OUR SURVEY BUT COULD I CHECK TO SEE IF I DIALED THE CORRECT NUMBER. I DIALED _____.
THANK YOU AND HAVE A NICE EVENING/DAY. GOOD BYE.

CALLER INI.__________ SHEET NUMBER________ ZIPCODE__________ SURVEY LENGTH__________