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INTRODUCTION

For more than 80 years, Long Beach City College (LBCC) has promoted equitable student learning and achievement, academic excellence, and workforce development by delivering high quality educational programs and support services to the diverse communities it serves. A vital part of the higher education system and the regional economy, LBCC serves approximately 32,000 students each semester, preparing them for transfer to a four year college or immediate careers through a range of vocational and technical programs.

MOTIVATION FOR RESEARCH The objective of the survey presented in this report was to measure awareness, perceptions, and attitudes of Long Beach area residents that are relevant to LBCC's ability to successfully provide and market its educational services, as well as promote equitable student learning and achievement, academic excellence, and workforce development. To what extent are residents familiar with LBCC? How do they perceive the quality of education provided at LBCC? What impressions of LBCC are top-of-mind for residents? How well is LBCC performing on a variety of standards according to residents? Answers to these and related questions will help Long Beach City College in developing effective marketing and community-out-reach strategies designed to enhance enrollment and the College's reputation locally, regionally, and statewide. Moreover, by establishing baseline measures of key metrics, the survey sets benchmarks against which future tracking surveys can determine in a statistically reliable manner how the public's awareness, attitudes, priorities and opinions may change in response to the College's future marketing efforts.

METHODOLOGY OVERVIEW A full description of the methodology used for this study is included later in this report (see *Methodology* on page 29). In brief, a total of 1200 residents were selected at random from households in the Long Beach Community College District (800), as well as from neighboring communities that border the District (400). The stratified and clustered random sample of households was derived from the voter file to allow for specific geographic targeting and comparisons, although the respondent from a participating household did not need to be a voter to qualify for the survey. The survey was administered via telephone between November 11 and November 19, 2014, and the average interview lasted 15 minutes.

ORGANIZATION OF REPORT This report is designed to meet the needs of readers who prefer a summary of the findings as well as those who are interested in the details of the results. For those who seek an overview of the findings, the sections titled *Just the Facts* and *Conclusions* are for you. They provide a summary of the most important factual findings of the survey in bullet-point format and a discussion of their implications. For the interested reader, this section is followed by a more detailed question-by-question discussion of the results from the survey by topic area (see *Table of Contents*), as well as a description of the methodology employed for collecting and analyzing the data. And, for the truly ambitious reader, the questionnaire used for the interviews is contained at the back of this report (see *Questionnaire & Toplines* on page 32) and a complete set of crosstabulations can be found in Appendix A.

ACKNOWLEDGEMENTS True North Research thanks Eloy Ortiz Oakley (Superintendent-President), Lou Anne Bynum (Executive Vice President of College Advancement & Economic Development), Heather Morris (Interim Director of Communications), and Stacey Ann Fong Toda (Interim Associate Director of Public Relations and Marketing) for participating in the design of

the study. Their expertise, local knowledge, and insight improved the overall quality of the research presented here.

DISCLAIMER The statements and conclusions in this report are those of the authors at True North Research, Inc. (Dr. Timothy McLarney and Richard Sarles) and not necessarily those of Long Beach City College. Any errors and omissions are the responsibility of the authors.

ABOUT TRUE NORTH True North is a full-service survey research firm that is dedicated to providing public and private agencies with a clear understanding of the opinions, perceptions, priorities and concerns of their constituents and customers. Through designing and implementing scientific surveys, focus groups and one-on-one interviews, as well as expert interpretation of the findings, True North helps its clients to move with confidence when making strategic decisions in a variety of areas—such as planning, policy evaluation, performance management, and developing effective public information campaigns. During their careers, the principals at True North (Dr. McLarney and Mr. Sarles) have designed and conducted over 800 survey research studies, including hundreds for educational clients and/or for marketing purposes.



JUST THE FACTS

The following is an outline of the main factual findings from the baseline survey. For the reader's convenience, we have organized the findings according to section titles used in the body of this report. Thus, to learn more about a particular finding, simply turn to the appropriate report section.

RECALL OF COLLEGES IN AREA

- When asked in an open-ended manner to name the colleges and universities that come to mind when they think of institutions of higher learning in their area, Long Beach City College was the most frequently mentioned institution, being named by 61% of all respondents. Long Beach State, UCLA and USC were mentioned by 31%, 26%, and 20% of respondents, respectively, followed by El Camino College (18%), Cerritos College (17%), and Cal State Dominguez Hills (13%). No other single institution was mentioned by at least 5% of respondents when asked to name a college or university in their area.
- Respondents who did *not* mention LBCC initially were subsequently provided with a narrower question which asked if they could name any additional *community colleges* that are located in their area. An additional 13% of respondents named Long Beach City College when prompted with this question, bringing the total percentage of respondents who were able to name Long Beach City College without aid to 74%.
- Overall, 95% of respondents had heard of Long Beach City College prior to participating in the survey, whereas 5% had not heard of LBCC.

PERCEPTIONS OF COMMUNITY COLLEGES

- Respondents without an opinion notwithstanding¹, more than two-thirds of residents agreed that *Community colleges provide a great educational value for the money* (74%), *Community colleges provide a challenging, high quality education* (71%), and *Community colleges teach students the real-world skills they need to succeed in today's job market* (67%), although more than half also perceived that *Universities offer a much wider range of classes when compared to a community college* (64%).
- Opinions were more evenly split regarding the remaining topics, including that *A degree from a community college is taken seriously in today's job market* (49%), *Community colleges generally have smaller class sizes* (48%), and *Students receive more personal attention and individualized instruction at a community college when compared to a university* (47%).

OPINIONS ABOUT LONG BEACH CITY COLLEGE

- When asked how they first learned about Long Beach City College, the most frequently mentioned source was friends, family or associates (42%), followed by seeing and/or visiting a LBCC campus (34%), and a school counselor/advisor (7%). No other single sources were mentioned by at least 3% of respondents, respectively.
- Among respondents who had heard of Long Beach City College, 24% indicated that they were very familiar with the College, 32% somewhat familiar, 14% not too familiar, whereas 29% indicated that they had heard of LBCC but were not at all familiar with the College.

1. The percentage of respondents who did not have an opinion ranged from 15% to as high as 30%, depending on the statement

- Just over one-third (36%) of respondents who expressed some degree of familiarity with LBCC indicated that they did not have an opinion of the College—good or bad. Among those with a opinion, the results were overwhelmingly positive with 39% indicating they had a very favorable opinion of LBCC and 21% somewhat favorable. Just 3% of respondents who were familiar with Long Beach City College indicated they had an unfavorable opinion of the College.
- When asked what positive descriptions come to mind when they think of Long Beach City College, 26% were unsure or indicated that nothing comes to mind. That the College is affordable/a good value (13%) and is conveniently located (11%) were the top two specific references, followed by general positive comments about the College (11%) and references to the good quality education offered at LBCC (10%). Others also noted that LBCC has a nice, clean campus (10%) and has good quality instructors (9%) and programs/courses (8%).
- Overall, the most commonly mentioned negative impressions included overcrowded classes (7%), parking issues (6%), and the impression that the range of courses offered at LBCC is too limited (6%).
- More than three-quarters of respondents (83%) indicated that they would recommend Long Beach City College to a friend or relative who was planning to go to college, whereas 11% stated they would not recommend LBCC and 6% were unsure or unwilling to answer the question.
- Among those with an opinion, Long Beach City College received the highest ratings for its performance in preparing students to transfer to a four year university (81% excellent or good), followed by being a good educational value for the money (80%), having modern facilities, labs and classroom technology (79%), providing a challenging, high quality education (78%), and having a safe campus (77%).
- Approximately three-quarters of residents with an opinion also provided LBCC with an excellent or good rating for providing a wide selection of classes, degrees and certificate programs (75%), helping students achieve their educational goals in a timely manner (75%), having faculty that are leaders in their fields (74%), teaching students the real-world skills they need to succeed in today's careers (74%), and encouraging students and faculty to give back to the community (74%).
- Although the ratings were still quite high, when compared to the other standards tested residents assigned slightly lower ratings to LBCC's performance in positively impacting the local economy through workforce preparation programs and programs to assist local businesses (71%), supporting returning veterans by providing career counseling and programs to help vets transition to a civilian career (72%), offering arts, culture, and activities for the community (73%), and providing the public with use of campus facilities and amenities (73%).

COMMUNICATIONS

- More than one-quarter (29%) of respondents recalled encountering advertisements about Long Beach City College during the 12 months preceding the interview. The corresponding figures for news stories and social media posts about LBCC were 21% and 16%, respectively.



CONCLUSIONS

As noted in the *Introduction*, the ultimate purpose of this study was to inform Long Beach City College's future communication and marketing plans, as well as provide a statistically reliable baseline from which to measure the effectiveness of future communication efforts. Whereas subsequent sections of this report are devoted to conveying the detailed results of the survey, in this section we attempt to 'see the forest through the trees' and note how the collective results of the survey answer some of the key questions that motivated the research.

The following conclusions are based on True North's interpretations of the baseline survey results, as well as our experience conducting similar studies for education and public sector clients throughout the State.

How familiar are residents with Long Beach City College?

Long Beach City College is the most top-of-mind institution of higher learning among residents of Long Beach and surrounding communities. When asked to name colleges and universities in their area without any prompting (unaided recall), LBCC was the most frequently mentioned institution, being named by 61% of all respondents. Long Beach State, UCLA and USC were mentioned by 31%, 26%, and 20% of respondents, respectively, followed by El Camino College (18%), Cerritos College (17%), and Cal State Dominguez Hills (13%).

Although Long Beach City College has exceptionally high levels of recognition with nearly all respondents (95%) reporting that they had heard of LBCC prior to taking the survey, the degree to which residents are actually *familiar* with the College varies considerably. Indeed, among respondents who had heard of Long Beach City College, 24% indicated that they were very familiar with the College, 32% somewhat familiar, 14% not too familiar, whereas 29% indicated that they had heard of LBCC but were not at all familiar with the College.

In general, familiarity with LBCC increased along with length of residence in Los Angeles County, and was somewhat greater among older residents (50+), those who reside within the Long Beach Community College District, respondents who took the survey in English, those with a high-school aged teenager in the home, Caucasians, African Americans and Other/mixed ethnicities, those with at least some college education, and respondents who reported having a family member or friend who plans to attend college in the next three years.

What impressions do residents currently have about Long Beach City College?

Although two-thirds of respondents indicated that they were at least slightly familiar with Long Beach City College prior to taking the survey, awareness of the College does not necessarily translate into having an opinion about LBCC. Indeed, just over one-third (36%) of respondents who expressed some degree of familiarity with LBCC indicated that they did not have an opinion of the College—good or bad. Among those with a opinion, however, favorable opinions outnumbered unfavorable opin-

ions by more than 19 to 1. Overall, more than half of respondents who had heard of LBCC indicated that they had a very favorable (39%) or somewhat favorable (21%) opinion of the College, whereas just 3% indicated that they had an unfavorable opinion of LBCC.

The tendency of those with an opinion of Long Beach City College to be positively disposed toward the College was also found when respondents were asked to describe the positive and negative descriptions that come to mind when they think of LBCC. When asked what positive descriptions come to mind, 26% were unsure or indicated that nothing comes to mind. That the College is affordable/a good value (13%) and is conveniently located (11%) were the top two specific references, followed by general positive comments about the College (11%) and references to the good quality education offered at LBCC (10%). Others also noted that LBCC has a nice, clean campus (10%) and has good quality instructors (9%) and programs/courses (8%).

With 74% of respondents offering a positive description of Long Beach City College, it is encouraging that a similarly high percentage (64%) of residents indicated that no *negative* descriptions came to mind for the College. Overall, the most commonly mentioned negative impressions included overcrowded classes (7%), parking issues (6%), and the impression that the range of courses offered at LBCC is too limited (6%).

How well is Long Beach City College perceived to be performing?

Residents generally have positive opinions of Long Beach City College's performance. Among those with an opinion, LBCC received the highest ratings for its performance in preparing students to transfer to a four year university (81% excellent or good), followed by being a good educational value for the money (80%), having modern facilities, labs and classroom technology (79%), providing a challenging, high quality education (78%), and having a safe campus (77%).

Approximately three-quarters of residents with an opinion also provided LBCC with an excellent or good rating for providing a wide selection of classes, degrees and certificate programs (75%), helping students achieve their educational goals in a timely manner (75%), having faculty that are leaders in their fields (74%), teaching students the real-world skills they need to succeed in today's careers (74%), and encouraging students and faculty to give back to the community (74%).

Although the ratings were still quite high, when compared to the other standards tested residents assigned slightly lower ratings to LBCC's performance in positively impacting the local economy through workforce preparation programs and programs to assist local businesses (71%), supporting returning veterans by providing career counseling and programs to help vets transition to a civilian career (72%), offering arts, cul-

ture, and activities for the community (73%), and providing the public with use of campus facilities and amenities (73%).

It is worth noting that the percentage who held an opinion for each statement shown above ranged from a low of 57% to a high of 91% across the statements tested, with most statements receiving a ‘don’t know/not sure’ response from approximately one-quarter of respondents.

Are residents willing to recommend Long Beach City College to a friend or relative?

In many ways the true litmus test for how an individual feels about Long Beach City College is whether—given the alternatives that are available—they would recommend LBCC to a friend or relative who was planning to go to college. Overall, more than three-quarters of respondents (83%) indicated that they would recommend Long Beach City College to a friend or relative, whereas 11% stated they would not recommend LBCC and 6% were unsure or unwilling to answer the question.

A willingness to recommend Long Beach City College to a friend or relative was widespread, exceeding two-thirds in every identified subgroup. When compared to their respective counterparts, respondents who were at least somewhat familiar with LBCC, those living in households with multiple LBCC alumni, and those who had visited an LBCC campus exhibited the highest percentage of respondents who were willing to recommend LBCC to a friend or relative.

To what extent are residents being exposed to information about Long Beach City College?

More than one-quarter (29%) of respondents recalled encountering advertisements about Long Beach City College during the 12 months preceding the interview. The corresponding figures for news stories and social media posts about LBCC were 21% and 16%, respectively. Recalled exposure to LBCC-related advertisements, news stories, and social media posts during the 12 months prior to the interview varied substantially across subgroups, with recalled exposure to LBCC *advertisements* being greatest among those who reside in the District, seniors, those with a teenager in the home, and among those who know a family member or friend who plans to attend college in the next three years.

Are there specific subgroups that appear to be good targets for future communications?

Yes. Although nearly all residents (95%) had heard of Long Beach City College prior to participating in the study, as noted above many individuals nevertheless did not know enough about LBCC to have an opinion of the College. Bridging the gap from awareness to positive opinions of LBCC appears to be the central communications challenge. This gap is especially pronounced among younger individuals (under 30 years of age), ethnic minorities (Latinos, African Americans, and Asians), households without an LBCC alum, and households from neighboring communities outside of the District (see Figures 15-17 in the body of this report).

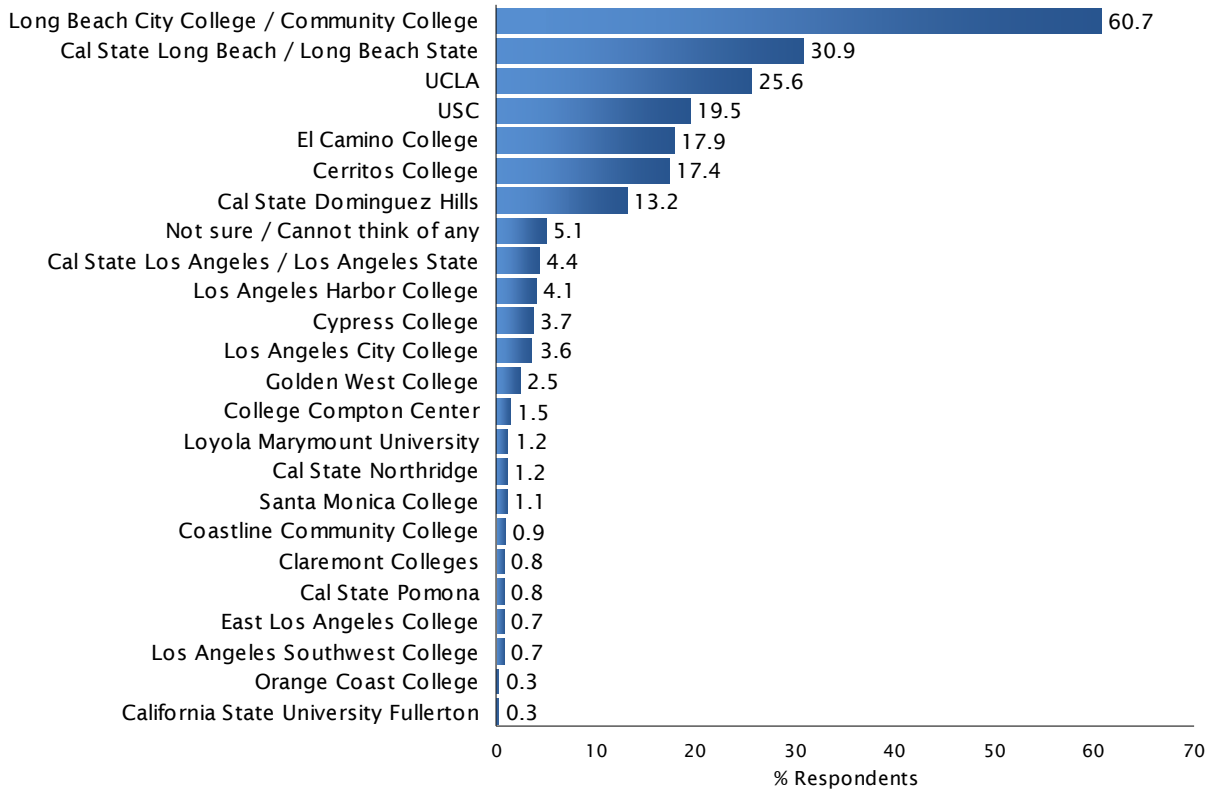
RECALL OF COLLEGES IN AREA

The first substantive series of questions in the survey was designed to profile which local colleges or universities are ‘top of mind’ for residents who live in Long Beach and neighboring communities, as well as measure both unaided and aided awareness of Long Beach City College.

UNAIDED AWARENESS The first question in this series asked respondents to name the colleges and universities that come to mind when they think of institutions of higher learning in their area. This question was asked in an open-ended manner without prompting and thus captures the level of *unaided awareness* of each of the colleges and universities shown in Figure 1. Because multiple responses were allowed for this question, the percentages shown in the figure represent the percentage of respondents that named each college or university.

Question 2 *When you think of community colleges and universities in your area, what specific names come to mind?*

FIGURE 1 UNAIDED RECALL OF COMMUNITY COLLEGES & UNIVERSITIES IN AREA

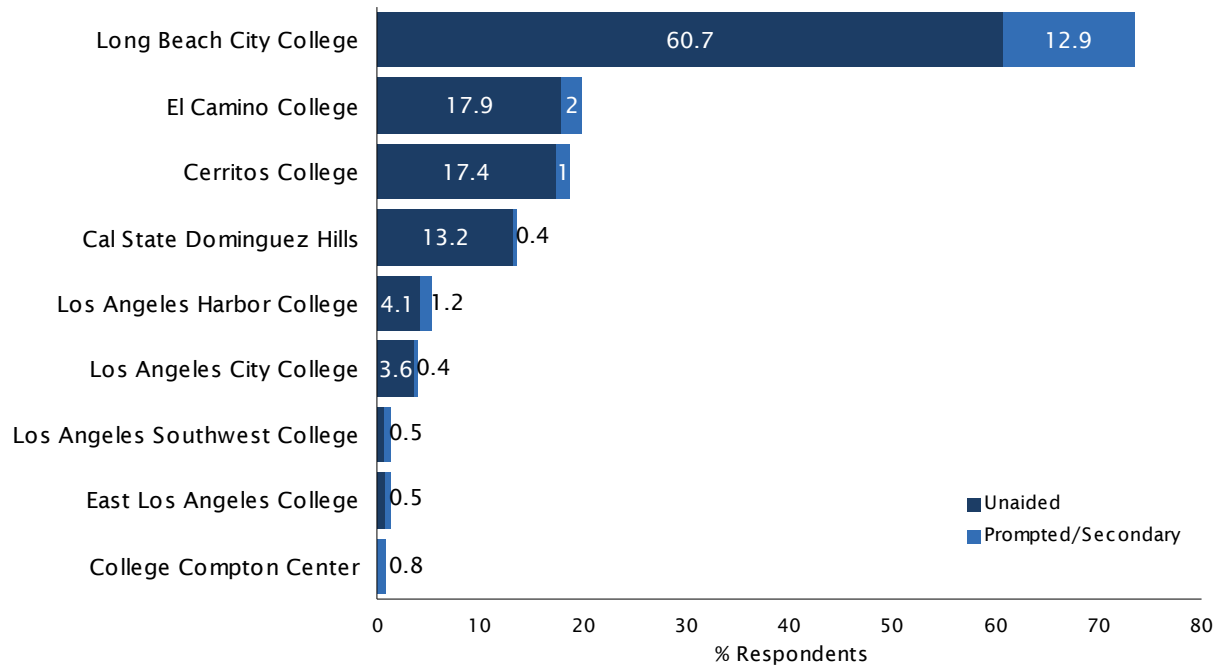


As shown in Figure 1, Long Beach City College was the most frequently mentioned college in response to Question 2, being named by 61% of all respondents. Long Beach State, UCLA and USC were mentioned by 31%, 26%, and 20% of respondents, respectively, followed by El Camino College (18%), Cerritos College (17%), and Cal State Dominguez Hills (13%). No other single institution was mentioned by at least 5% of respondents when asked to name a college or university in their area.

Respondents who did *not* mention LBCC in response to Question 2 were subsequently provided with a narrower question which asked if they could name any additional community colleges that are located in their area. As shown in Figure 2 below, an additional 13% of respondents named Long Beach City College when prompted by Question 3, bringing the total percentage of respondents who were able to name Long Beach City College without aid to 74%.

Question 3 *Can you name any additional community colleges that are located in your area?*

FIGURE 2 RECALL OF ADDITIONAL COMMUNITY COLLEGES IN AREA



AIDED AWARENESS Respondents who did not mention Long Beach City College previously in response to Questions 2 or 3 were asked whether—prior to taking the survey—they had ever heard of LBCC. The responses to Question 5 are combined with those of Questions 2 and 3 in Figure 3 on the next page. Overall, 95% of respondents had heard of Long Beach City College prior to participating in the survey, whereas 5% had not heard of LBCC.

For the interested reader, Figures 4 through 6 show how the level of unaided and aided awareness of Long Beach City College varied across a host of demographic subgroups. When compared to their respective counterparts, *unaided* awareness of LBCC was notably higher among those who reside in the Long Beach Community College District, Caucasians, and those with at least some college education.

Question 5 Prior to taking this survey, had you ever heard of Long Beach City College?

FIGURE 3 AWARENESS OF LONG BEACH CITY COLLEGE

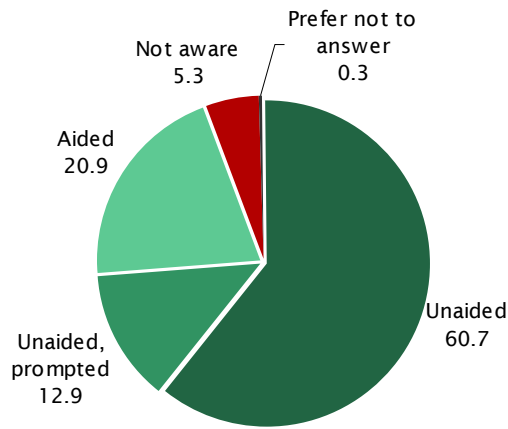


FIGURE 4 AWARENESS OF LONG BEACH CITY COLLEGE BY YEARS IN LOS ANGELES COUNTY, AGE & GENDER

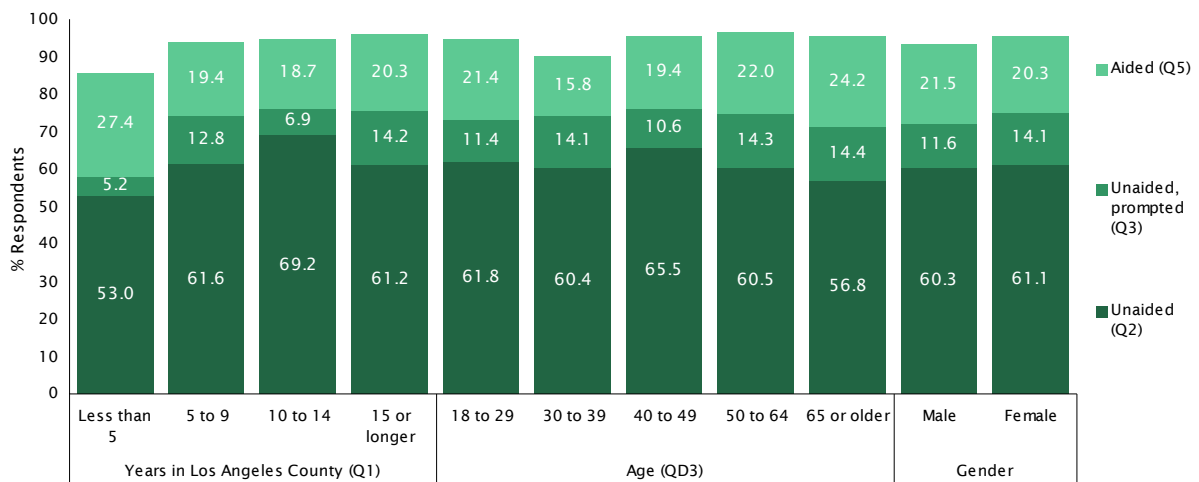


FIGURE 5 AWARENESS OF LONG BEACH CITY COLLEGE BY AREA OF RESIDENCE, INTERVIEW LANGUAGE & CHILD 13-17 IN HSLD

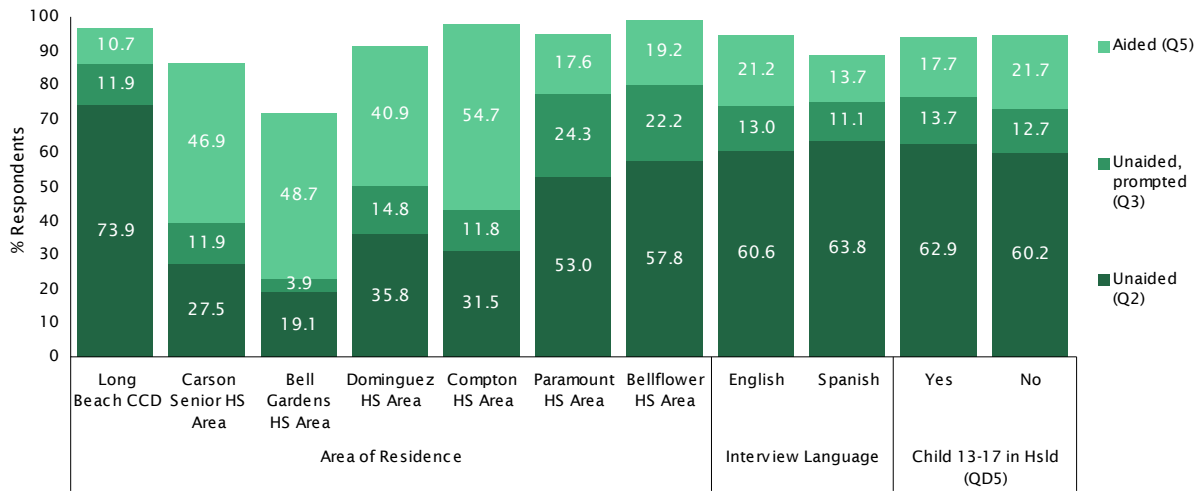
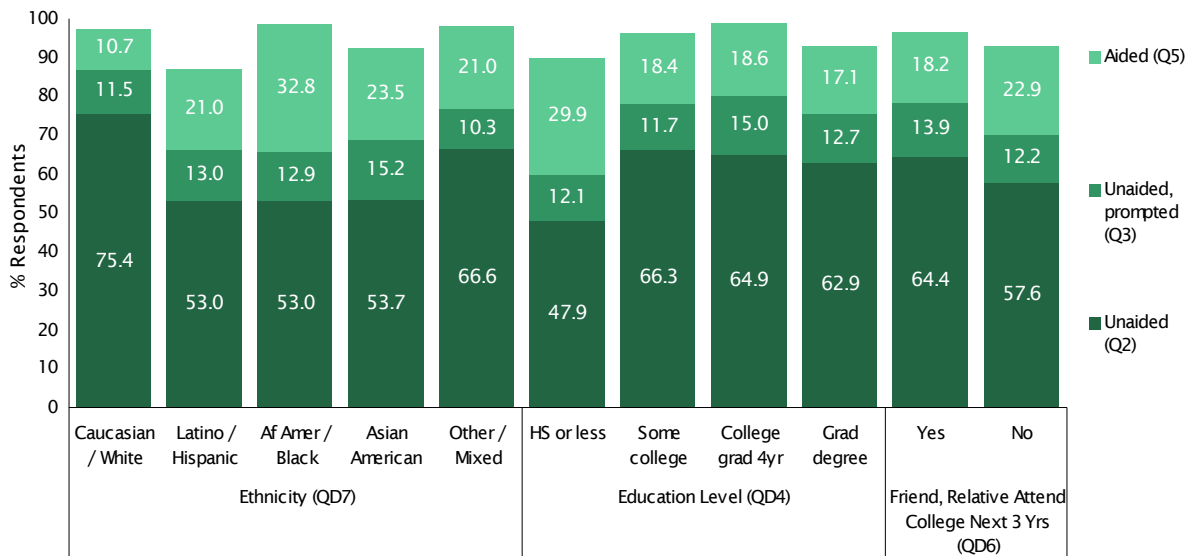


FIGURE 6 AWARENESS OF LONG BEACH CITY COLLEGE BY ETHNICITY, EDUCATION LEVEL & FRIEND, RELATIVE ATTEND COLLEGE NEXT 3 YEARS



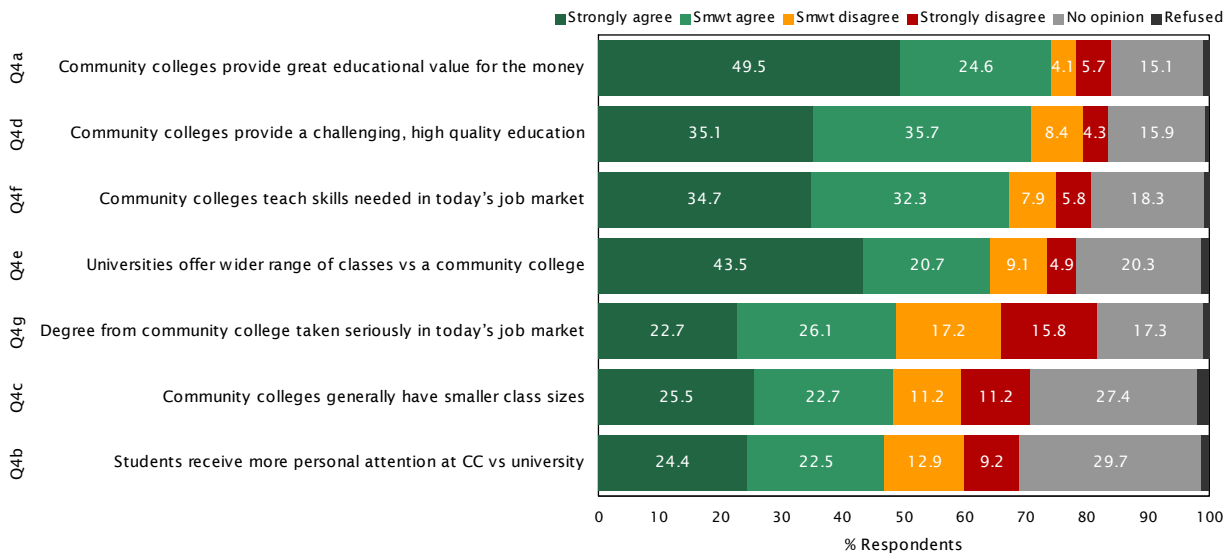
PERCEPTIONS OF COMMUNITY COLLEGES

The survey next sought to profile residents' perceptions of community colleges in general, often by juxtaposing community colleges with their university counterparts. Specific references to Long Beach City College were purposely omitted from this line of questioning, as the goal was to understand how residents characterize community colleges as a group.

The format of Question 4 was straightforward. For each of the statements shown in truncated form on the left of Figure 7, respondents were simply asked whether they agree or disagree with the statement—or if they have no opinion. The percentage of respondents who offered each answer are shown in the color-coded bars to the right of the figure. For convenience, the statements are ranked from that which received the highest level of agreement to the lowest.²

Question 4 *Next, I'm going to read a list of statements about community colleges in general. For each, please tell me whether you agree or disagree with the statement - or if you have no opinion either way. Do you agree or disagree that: _____, or do you not have an opinion?*

FIGURE 7 AGREEMENT WITH STATEMENTS ABOUT COMMUNITY COLLEGES



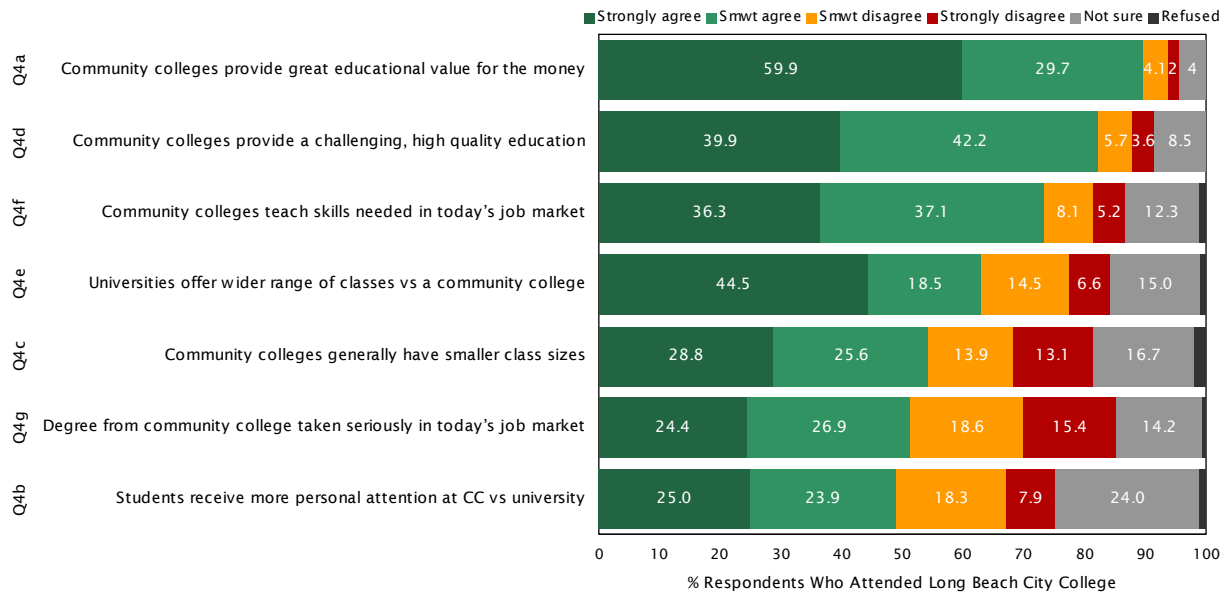
The percentage of respondents who did not have an opinion ranged from 15% to as high as 30%, depending on the statement. Respondents without an opinion notwithstanding, more than two-thirds of residents agreed that *Community colleges provide a great educational value for the money* (74%), *Community colleges provide a challenging, high quality education* (71%), and *Community colleges teach students the real-world skills they need to succeed in today's job market* (67%), although more than half also perceived that *Universities offer a much wider range of classes when compared to a community college* (64%).

2. The statements were presented in a random order to each respondent to avoid a systematic position bias.

Opinions were more evenly split regarding the remaining topics, including that *A degree from a community college is taken seriously in today's job market* (49%), *Community colleges generally have smaller class sizes* (48%), and *Students receive more personal attention and individualized instruction at a community college when compared to a university* (47%).

For the interested reader, Figure 8 presents the results to Question 4 just among individuals who previously attended Long Beach City College.

FIGURE 8 AGREEMENT WITH STATEMENTS ABOUT COMMUNITY COLLEGES AMONG THOSE WHO ATTENDED LONG BEACH CITY COLLEGE



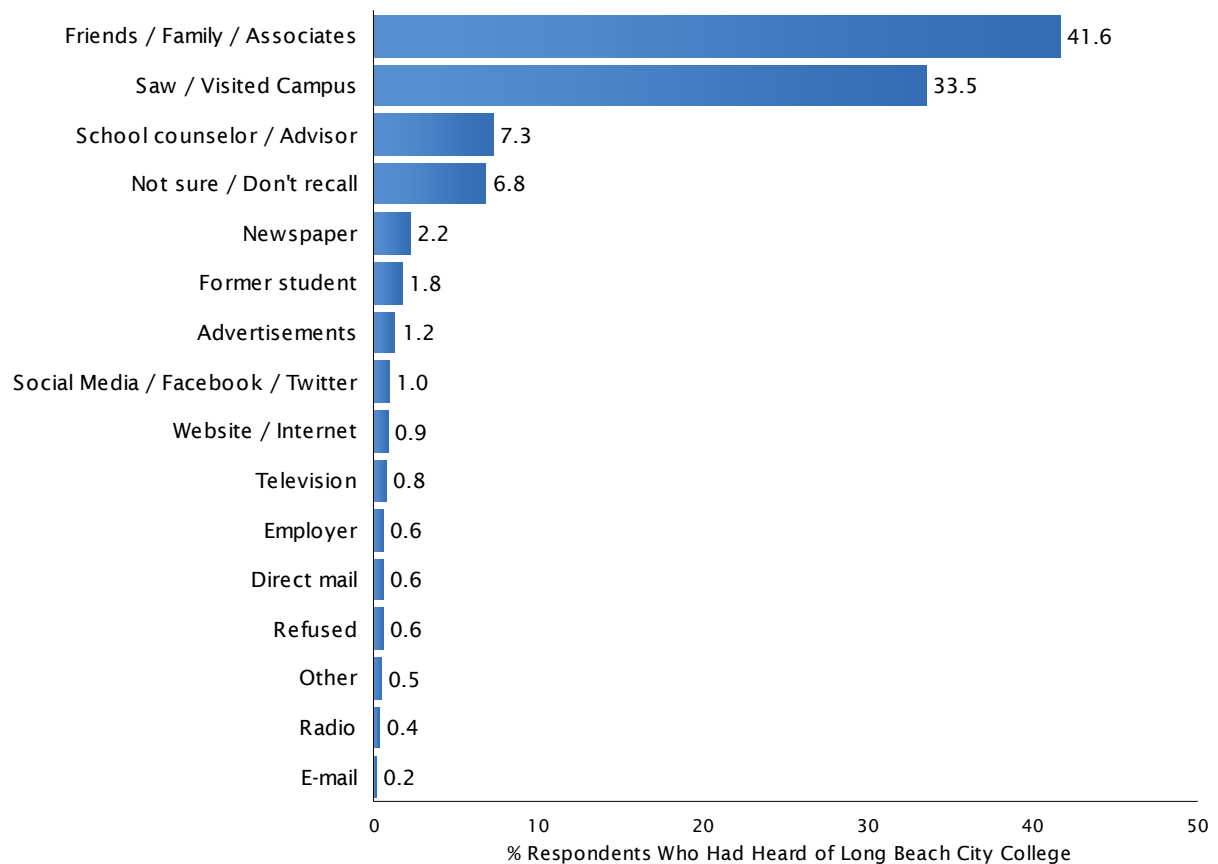
OPINIONS ABOUT LONG BEACH CITY COLLEGE

Having measured which local colleges and universities are ‘top of mind’ for Long Beach area residents, as well as their opinions regarding community colleges in general, the survey transitioned to a series of questions which focused on Long Beach City College. The questions in this section were administered *only* to respondents who indicated that they were aware of Long Beach City College prior to participating in the survey.³

SOURCE OF LBCC AWARENESS The first of these questions (Question 6) asked respondents how they first heard about Long Beach City College. Question 6 was asked in an open-ended manner, which allowed respondents to mention any source that came to mind without being prompted by—or restricted to—a particular list of options. The verbatim responses were later grouped into the categories shown in Figure 9.

Question 6 How did you first hear about Long Beach City College?

FIGURE 9 FIRST HEARD OF LONG BEACH CITY COLLEGE



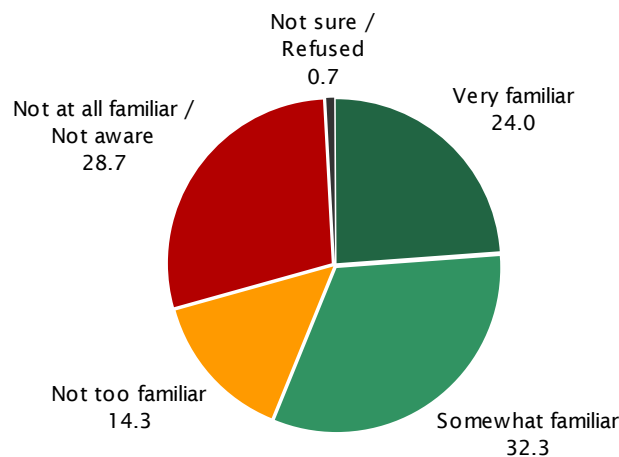
3. Ninety-five percent (95%) of respondents were aware of LBCC prior to taking the survey (see Figure 3).

The most frequently mentioned source was friends, family or associates (42%), followed by seeing and/or visiting a LBCC campus (34%), and a school counselor/advisor (7%). No other single sources were mentioned by at least 3% of respondents, respectively.

FAMILIARITY Although nearly all respondents (95%) may have heard of Long Beach City College prior to taking the survey, this represents a minimum threshold in terms of respondent familiarity with the College. To gain a better understanding of how familiar respondents were with LBCC, the survey next asked respondents who previously indicated that they were aware of LBCC to describe their level of familiarity with the College (see Figure 10). Among respondents who had heard of Long Beach City College, 24% indicated that they were very familiar with the College, 32% somewhat familiar, 14% not too familiar, whereas 29% indicated that they had heard of LBCC but were not at all familiar with the College.

Question 7 *In general, how familiar would you say you are with Long Beach City College? Would you say you are very familiar, somewhat familiar, not too familiar or not at all familiar with the college?*

FIGURE 10 FAMILIARITY WITH LONG BEACH CITY COLLEGE



Figures 11 through 13 show how familiarity with Long Beach City College varied across a host of demographic subgroups. In general, familiarity with LBCC increased along with length of residence in Los Angeles County, and was somewhat greater among older residents (50+), those who reside within the Long Beach Community College District, respondents who took the survey in English, those with a high-school aged teenager in the home, Caucasians, African Americans and Other/mixed ethnicities, those with at least some college education, and respondents who reported having a family member or friend who plans to attend college in the next three years.

FIGURE 11 FAMILIARITY WITH LONG BEACH CITY COLLEGE BY YEARS IN LOS ANGELES COUNTY, AGE & GENDER

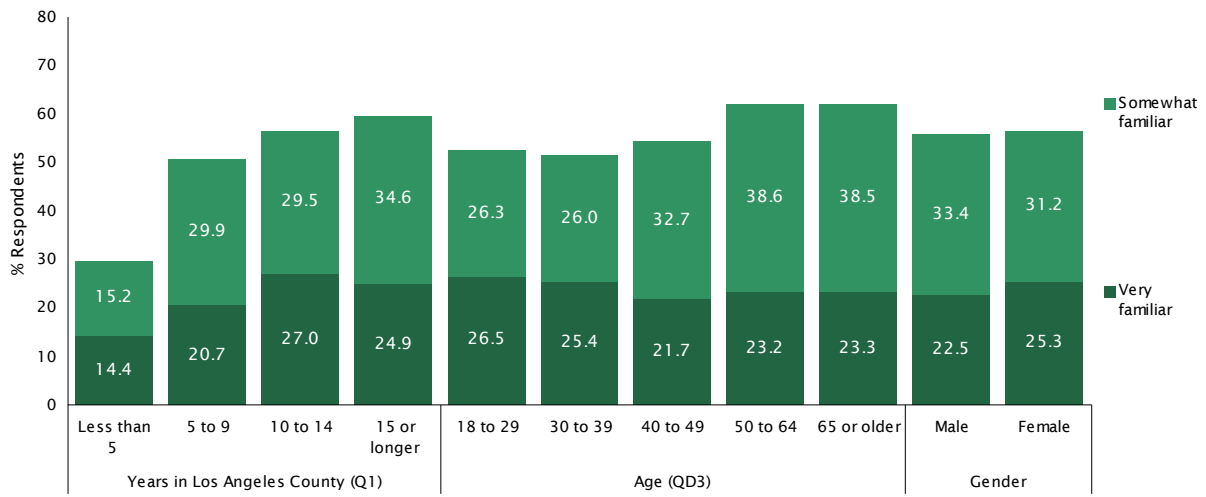


FIGURE 12 FAMILIARITY WITH LONG BEACH CITY COLLEGE BY AREA OF RESIDENCE, INTERVIEW LANGUAGE & CHILD 13-17 IN HSLD

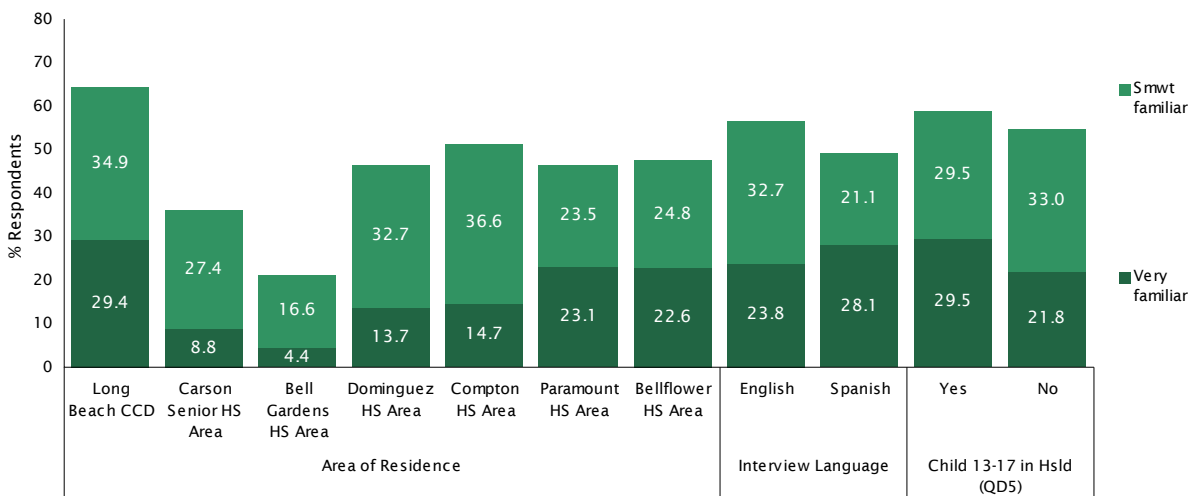
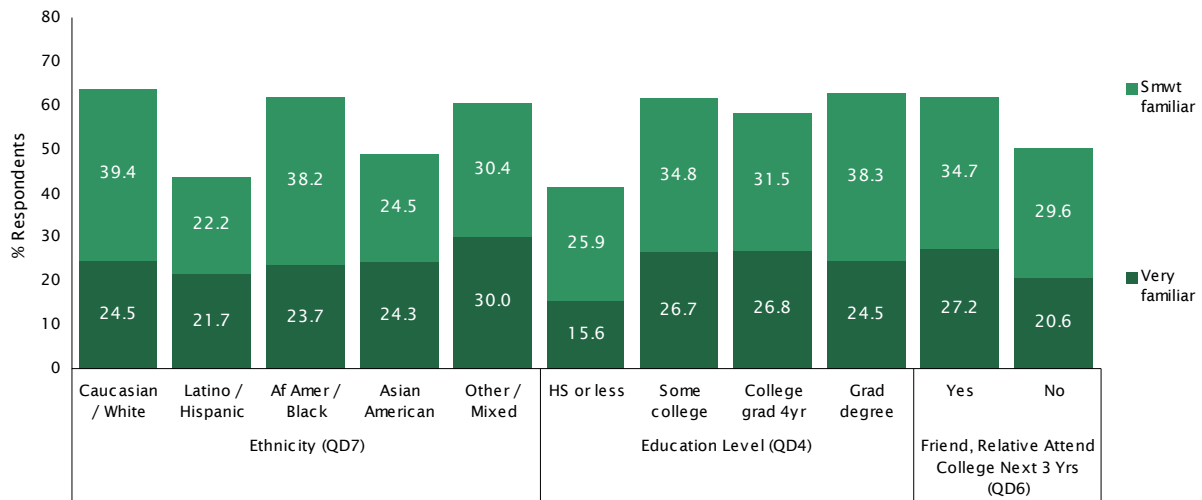


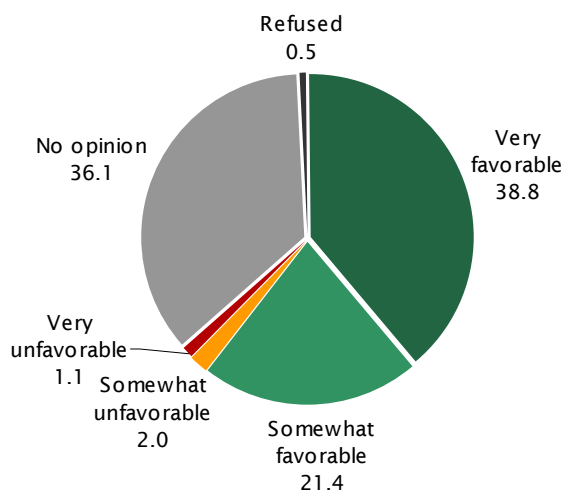
FIGURE 13 FAMILIARITY WITH LONG BEACH CITY COLLEGE BY ETHNICITY, EDUCATION LEVEL & FRIEND, RELATIVE ATTEND COLLEGE NEXT 3 YEARS



FAVORABILITY All respondents who indicated that they were previously aware of Long Beach City College and had some degree of familiarity with the institution were next asked if they held a favorable or unfavorable opinion of the College—or if they had no opinion either way. As shown in Figure 14 below, just over one-third (36%) of respondents who expressed some degree of familiarity with LBCC nevertheless indicated that they did not have an opinion of the College—good or bad. Among those with an opinion, however, the results were overwhelmingly positive with 39% indicating they had a very favorable opinion of LBCC and 21% somewhat favorable. Just 3% of respondents who were familiar with Long Beach City College indicated they had an unfavorable opinion of the College.

Question 8 *In general, would you say you have a favorable or unfavorable opinion of Long Beach City College - or do you have no opinion either way?*

FIGURE 14 OPINION OF LONG BEACH CITY COLLEGE



For the interested reader, Figures 15 through 17 illustrate how opinions of Long Beach City College varied across demographic subgroups. The most striking pattern in the figures is the fluctuating percentage of those with ‘no opinion’ of LBCC despite being familiar with the College—which ranges from a low of 20% to a high of 72%. Among those with an opinion, however, favorable impressions of LBCC consistently outnumber unfavorable impressions by a very wide margin in all subgroups.

FIGURE 15 OPINION OF LONG BEACH CITY COLLEGE BY FAMILIARITY WITH LONG BEACH CITY COLLEGE & ETHNICITY

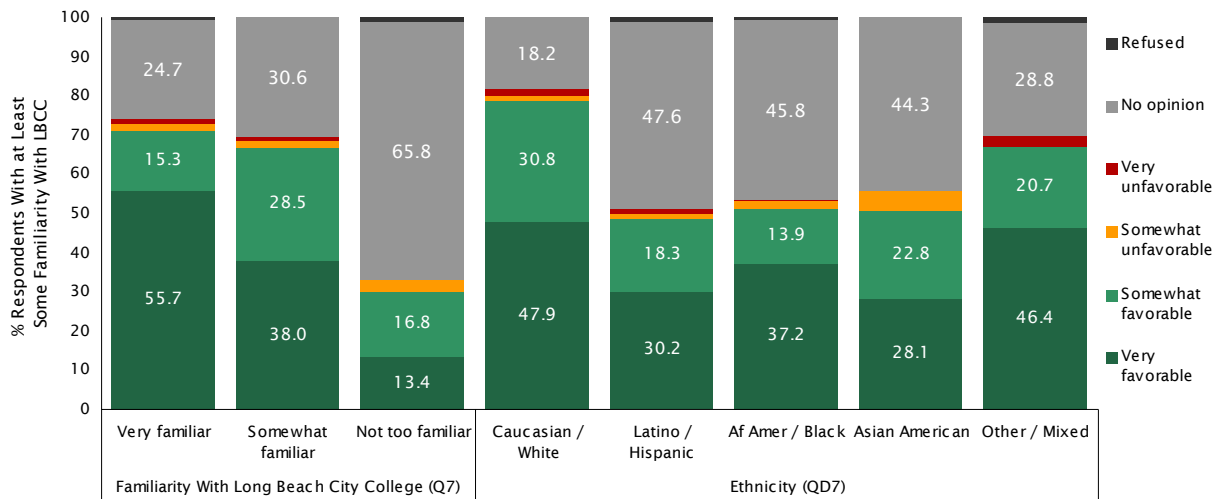


FIGURE 16 OPINION OF LONG BEACH CITY COLLEGE BY AREAS OF RESIDENCE & CHILD 13-17 IN HSLD

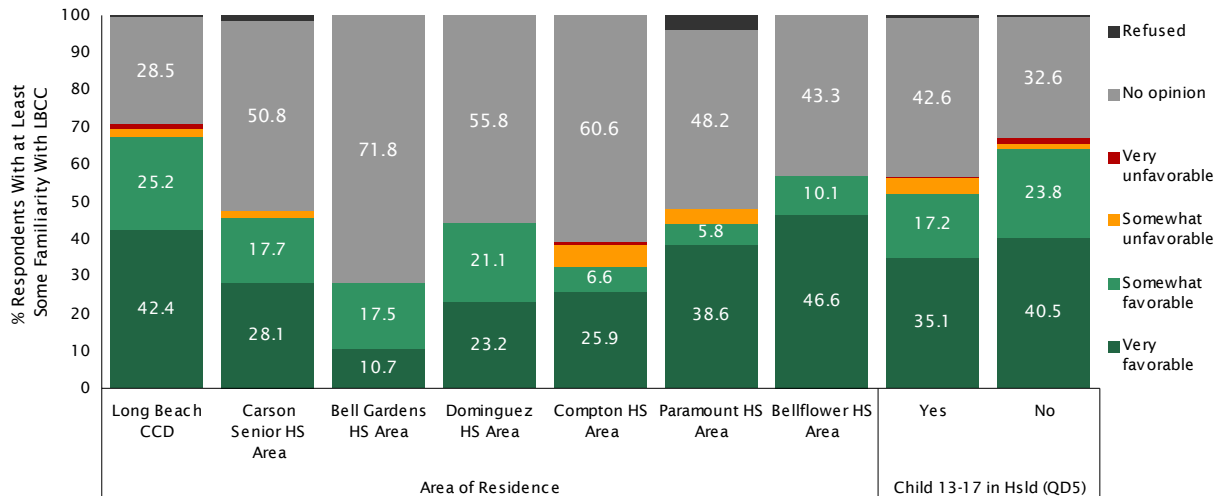
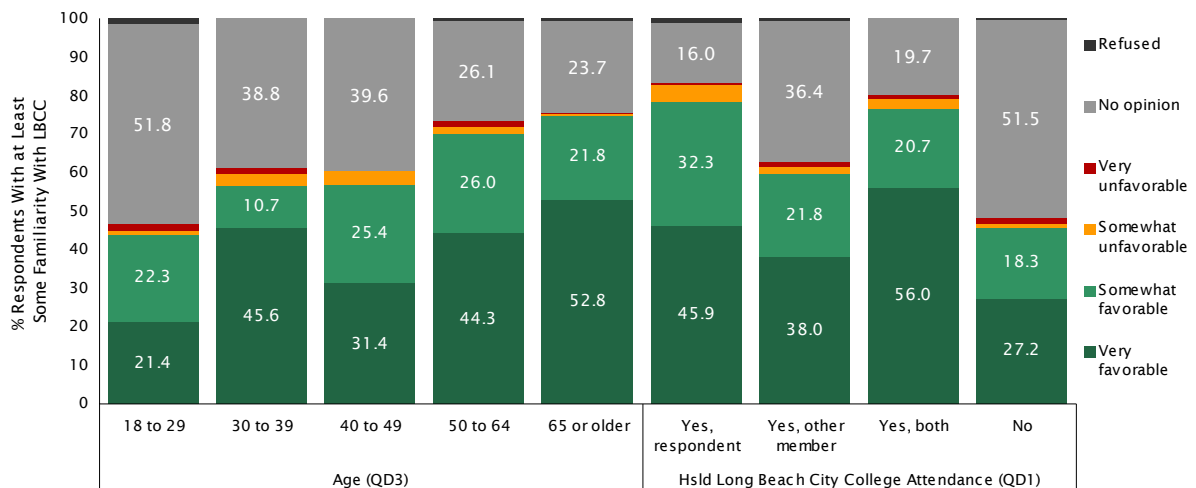


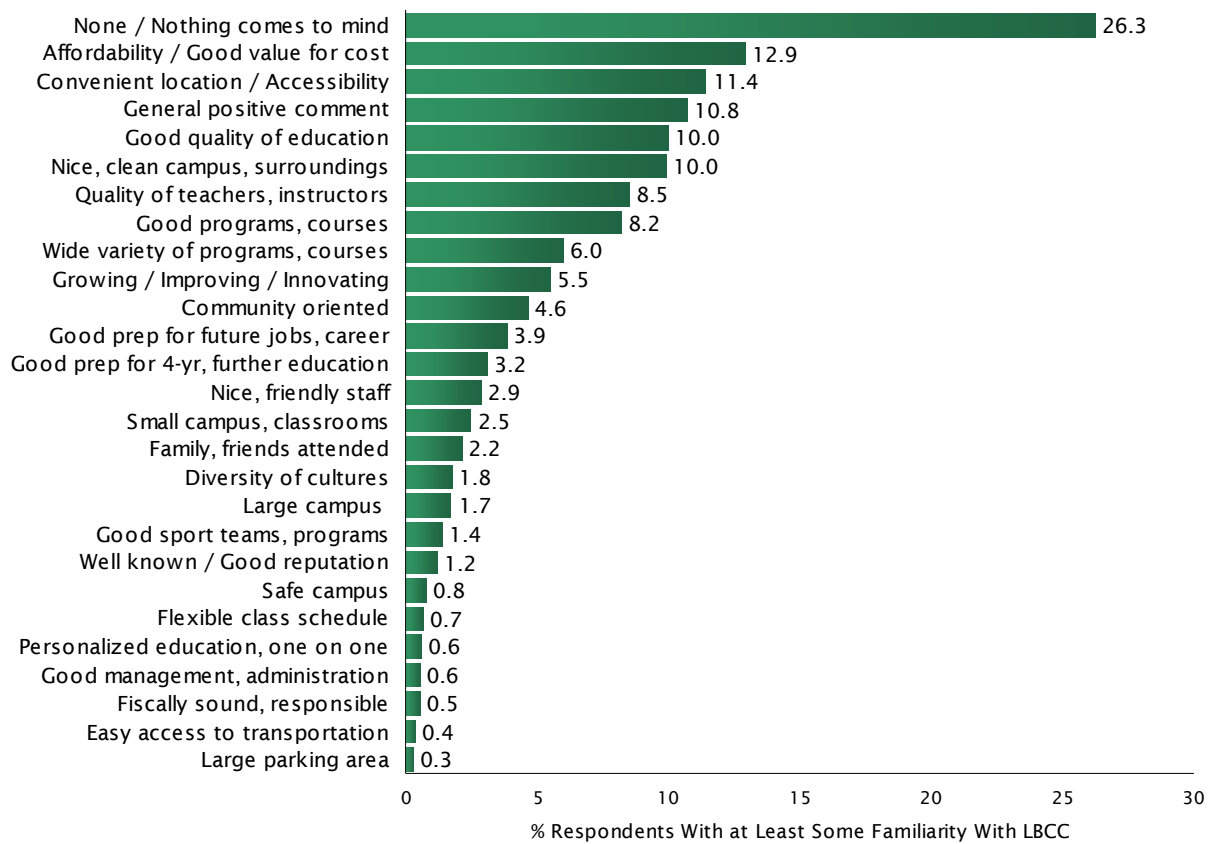
FIGURE 17 OPINION OF LONG BEACH CITY COLLEGE BY AGE & HSLD LONG BEACH CITY COLLEGE ATTENDANCE



IMPRESSIONS All respondents who were familiar with LBCC were next asked in an open-ended manner to describe the positive (Question 9) and negative (Question 10) things that come to mind when they think of Long Beach City College. Up to three responses were recorded per respondent for each question. The verbatim responses were later reviewed by True North and grouped into the categories shown in Figures 18 and 19 (positive) and Figures 20 and 21 (negative).

Question 9 *What positive descriptions come to mind when you think of Long Beach City College?*

FIGURE 18 POSITIVE DESCRIPTIONS OF LONG BEACH CITY COLLEGE

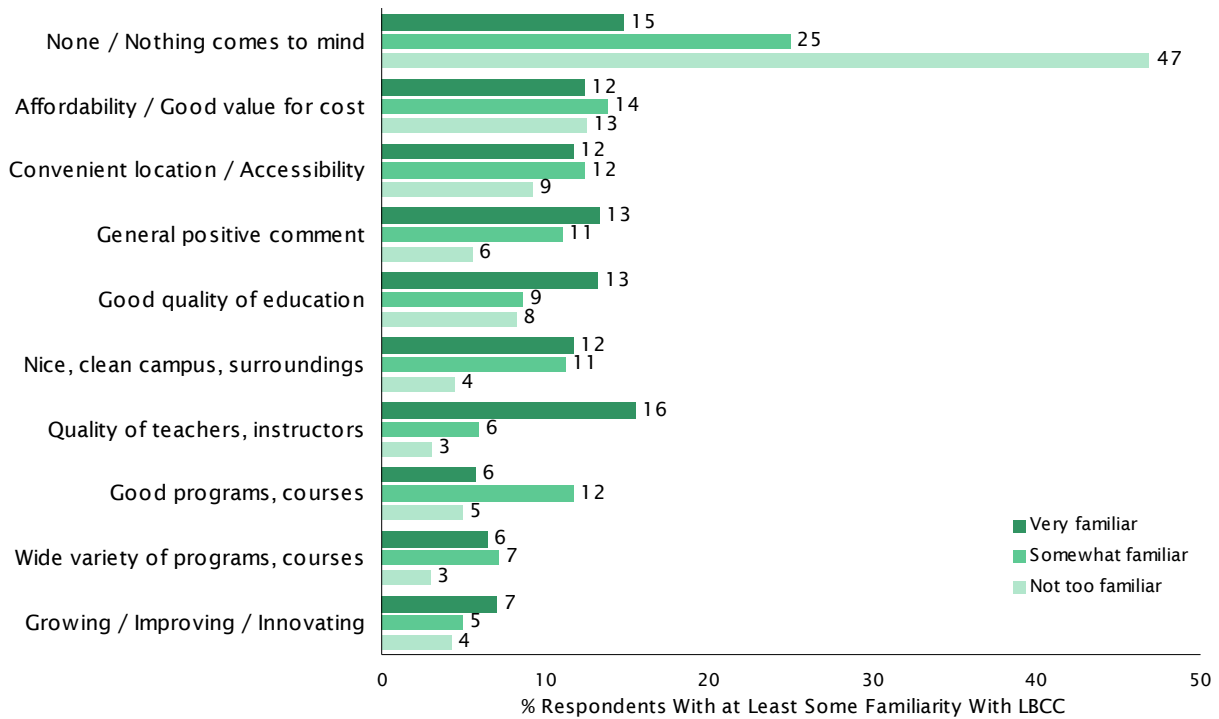


When asked what positive descriptions come to mind when they think of Long Beach City College, 26% were unsure or indicated that nothing comes to mind. That the College is affordable/a good value (13%) and is conveniently located (11%) were the top two specific references, followed by general positive comments about the College (11%) and references to the good quality education offered at LBCC (10%). Others also noted that LBCC has a nice, clean campus (10%) and has good quality instructors (9%) and programs/courses (8%).

Figure 19 displays the responses to Question 9 according to how familiar a respondent felt about Long Beach City College at the outset of the interview. As one would expect, the more familiar a respondent was with LBCC, the less likely they were to indicate that nothing positive comes to mind when they think of the College. Those very familiar with Long Beach City College

most often cited the quality of instructors (16%), high quality of education (13%), affordability (12%), a nice, clean campus (12%), and convenient location (12%) as the positive things that come to mind when they think of Long Beach City College.

FIGURE 19 POSITIVE DESCRIPTIONS OF LONG BEACH CITY COLLEGE BY FAMILIARITY WITH COLLEGE



With 74% of respondents offering a positive description of Long Beach City College, it is encouraging that a similarly high percentage (64%) of residents indicated that no *negative* descriptions came to mind for the College (see Figure 20 on the next page). Overall, the most commonly mentioned negative impressions included overcrowded classes (7%), parking issues (6%), and the impression that the range of courses offered at LBCC is too limited (6%).

Figure 21 presents the answers to Question 10 according to respondents' level of familiarity with Long Beach City College at the outset of the interview. Among those who self-reported being *very* familiar with LBCC, the most commonly mentioned negative descriptions of the College were the same as among respondents overall: overcrowded classes (11%), parking issues (7%), and the impression that the range of courses offered at LBCC is too limited (8%).

Question 10 What negative descriptions come to mind when you think of Long Beach City College?

FIGURE 20 NEGATIVE DESCRIPTIONS OF LONG BEACH CITY COLLEGE

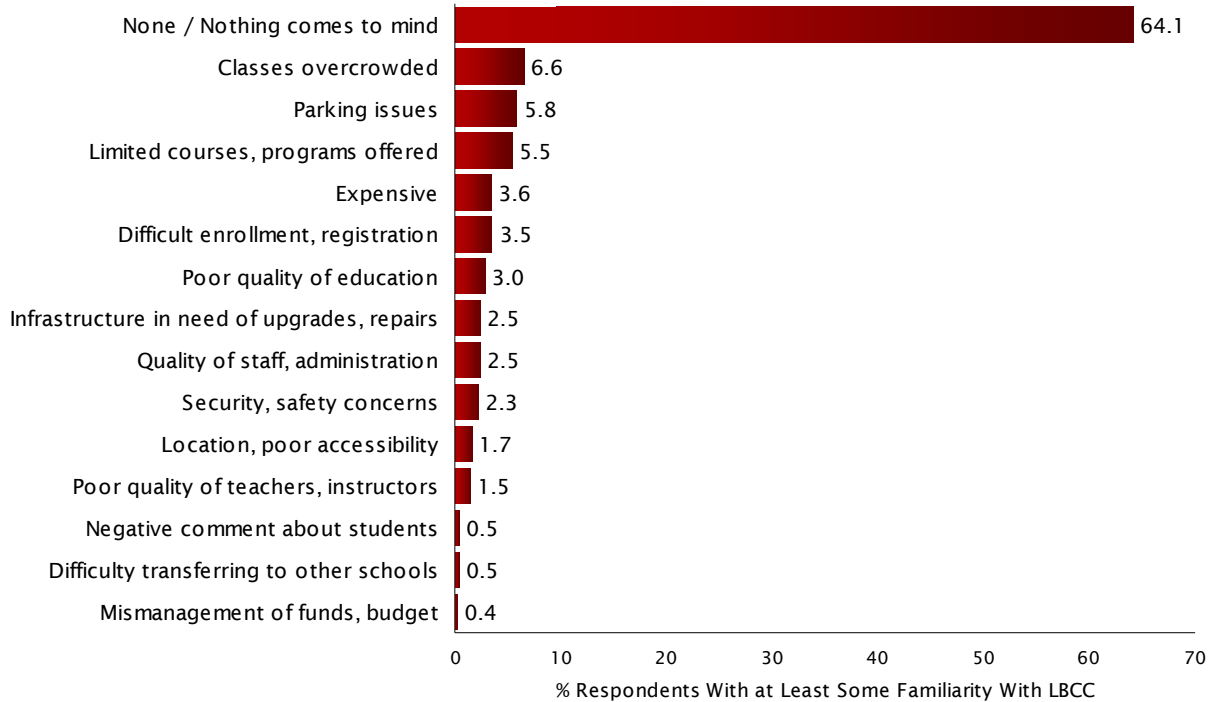
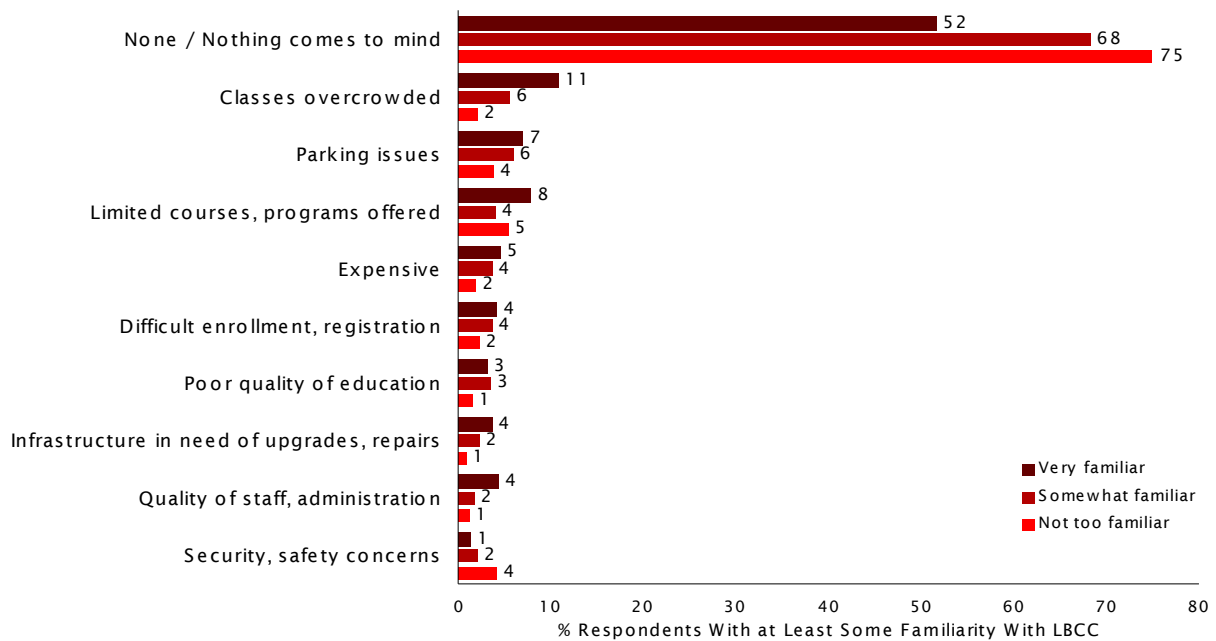


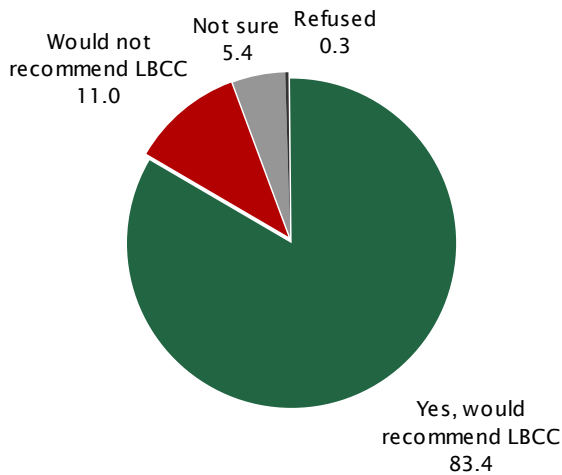
FIGURE 21 NEGATIVE DESCRIPTIONS OF LONG BEACH CITY COLLEGE BY FAMILIARITY WITH COLLEGE



WOULD YOU RECOMMEND LONG BEACH CITY COLLEGE? In many ways the true litmus test for how an individual feels about Long Beach City College is whether—given the alternatives that are available—they would recommend LBCC to a friend or relative who was planning to go to college. As shown in Figure 22 below, more than three-quarters of respondents (83%) indicated that they would recommend Long Beach City College to a friend or relative, whereas 11% stated they would not recommend LBCC and 6% were unsure or unwilling to answer the question.

Question 11 *Would you recommend Long Beach City College to a friend or relative who was planning to go to college?*

FIGURE 22 RECOMMEND LONG BEACH CITY COLLEGE



Figures 23 and 24 display how the percentage of respondents who would recommend Long Beach City College to a friend or relative varied across subgroups. The most striking pattern in the figures is that a willingness to recommend LBCC to a friend or relative was widespread, exceeding two-thirds in every identified subgroup.

FIGURE 23 RECOMMEND LONG BEACH CITY COLLEGE BY FAMILIARITY WITH LONG BEACH CITY COLLEGE, FRIEND, RELATIVE ATTEND COLLEGE NEXT 3 YEARS & HSLD LONG BEACH CITY COLLEGE ATTENDANCE

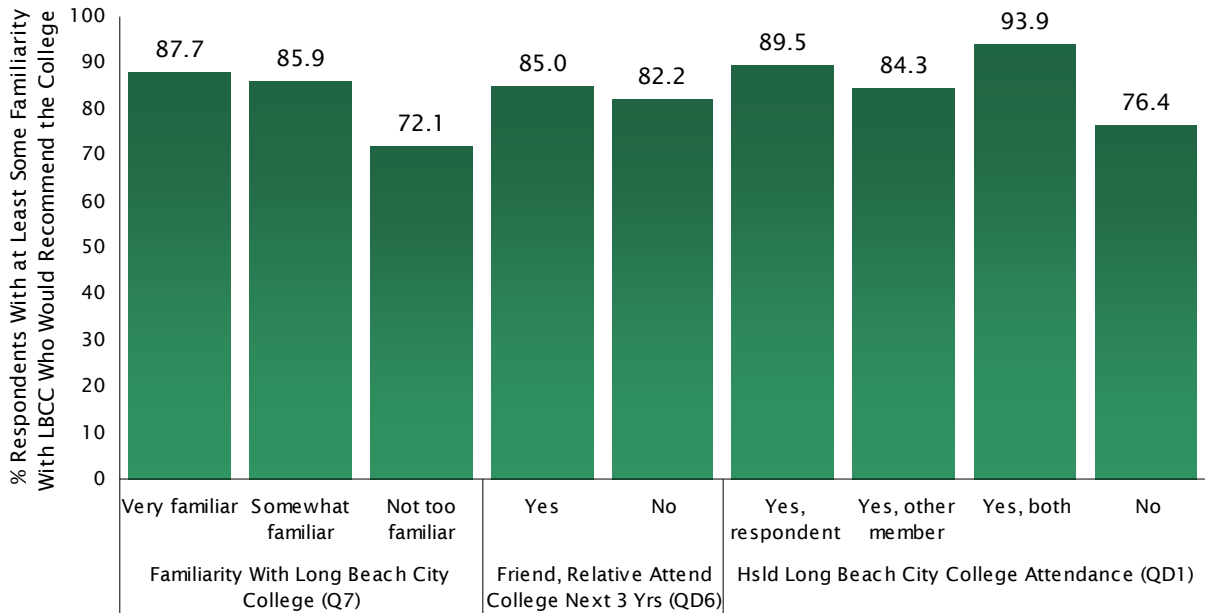
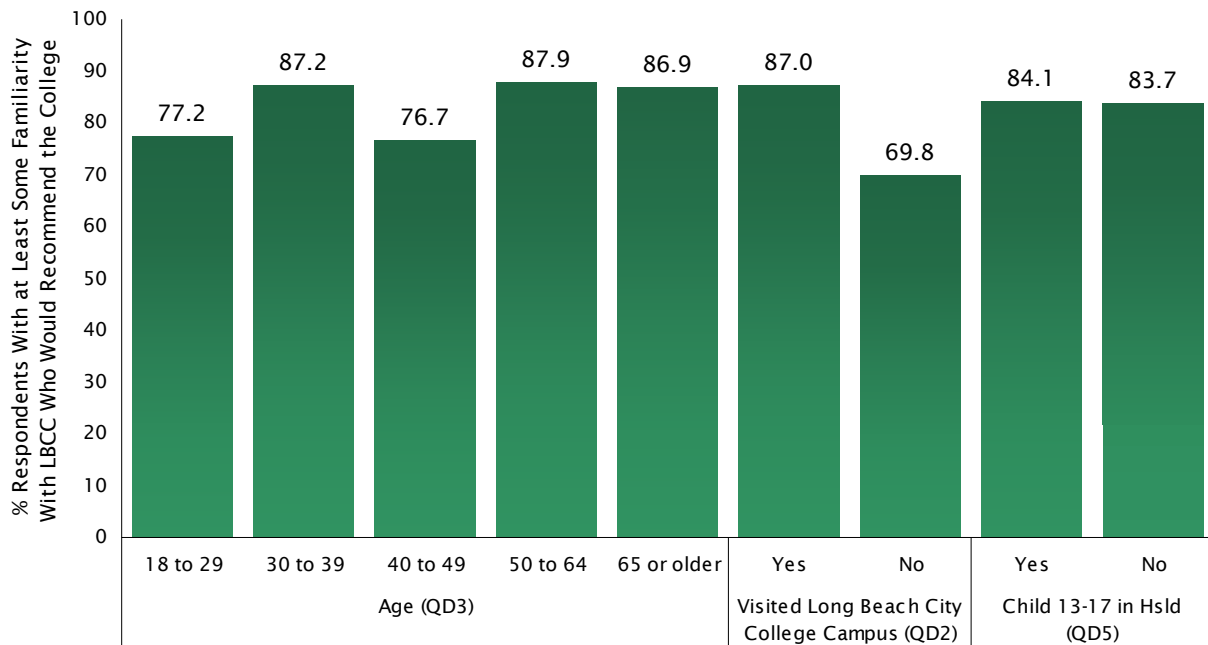


FIGURE 24 RECOMMEND LONG BEACH CITY COLLEGE BY AGE, VISITED LONG BEACH CITY COLLEGE CAMPUS & CHILD 13-17 IN HSLD



PERCEPTIONS OF LBCC The final question in this series was designed to profile respondents’ perceptions of Long Beach City College on a variety of performance dimensions including perceived value, quality of education, and teaching students the real-world skills they need to succeed in today’s careers. Like the other questions in this series, this question was only administered to respondents who indicated that they were aware of LBCC prior to taking the survey.

For each of the performance standards shown in truncated form⁴ on the left of Figure 25, respondents were simply asked to rate how well Long Beach City College is meeting the standard on a five point scale of excellent, good, fair, poor, or very poor. To avoid a systematic position bias, the order in which the statements were read was randomized for each respondent. Moreover, to allow for an apples-to-apples comparison across each standard, only those who provided an opinion for each statement are included in the percentages shown in Figure 25. The percentage who held an opinion for each standard is shown in the brackets to the right of the statement and ranged from a low of 57% to a high of 91% across the statements tested.

Among all standards tested, Long Beach City College received the highest performance ratings for preparing students to transfer to a four year university (81% excellent or good), followed by being a good educational value for the money (80%), having modern facilities, labs and classroom technology (79%), providing a challenging, high quality education (78%), and having a safe campus (77%).

4. To view the complete statements, refer to Question 12 in *Questionnaire & Toplines* on page 32.

Approximately three-quarters of residents with an opinion also provided LBCC with an excellent or good rating for providing a wide selection of classes, degrees and certificate programs (75%), helping students achieve their educational goals in a timely manner (75%), having faculty that are leaders in their fields (74%), teaching students the real-world skills they need to succeed in today's careers (74%), and encouraging students and faculty to give back to the community (74%).

Although the ratings were still quite high, when compared to the other standards tested residents assigned slightly lower ratings to LBCC's performance in positively impacting the local economy through workforce preparation programs and programs to assist local businesses (71%), supporting returning veterans by providing career counseling and programs to help vets transition to a civilian career (72%), offering arts, culture, and activities for the community (73%), and providing the public with use of campus facilities and amenities (73%).

For the interested reader, Figure 26 on the next page presents the results to Question 12 among those who described themselves as being very familiar with Long Beach City College prior to taking the survey.

Question 12 *Would you say Long Beach City College does an excellent, good, fair, poor or very poor job at _____?*

FIGURE 25 PERCEPTIONS OF LONG BEACH CITY COLLEGE

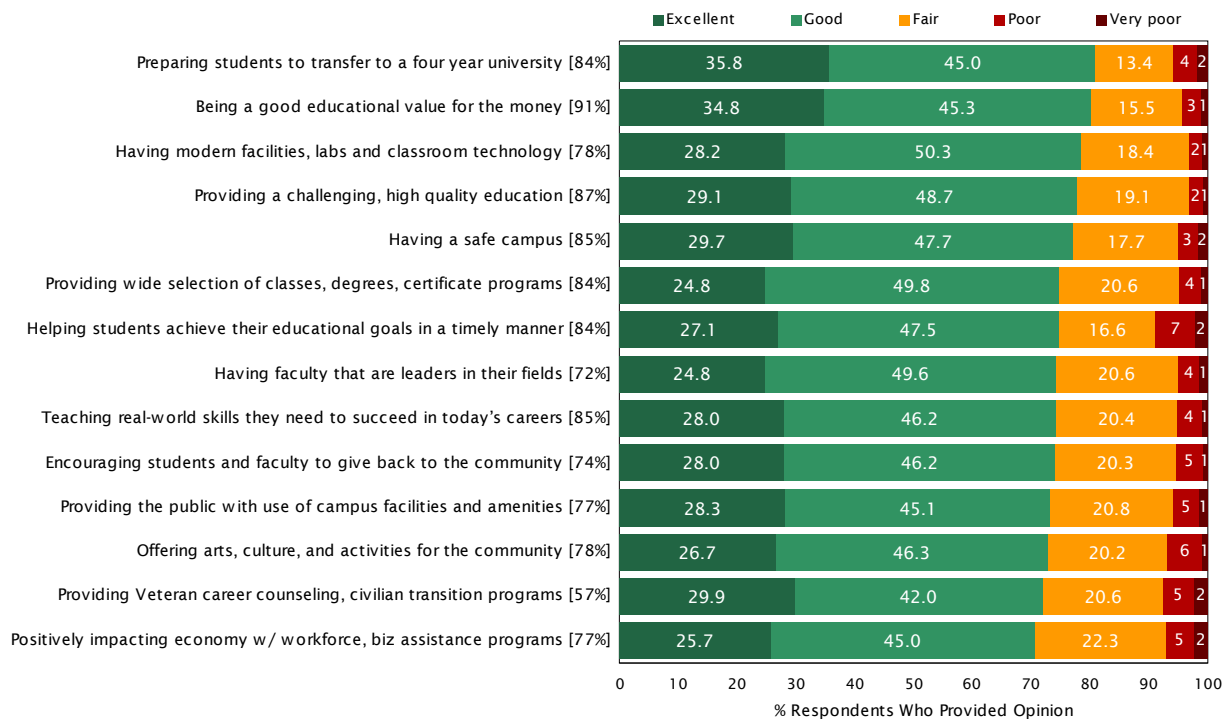
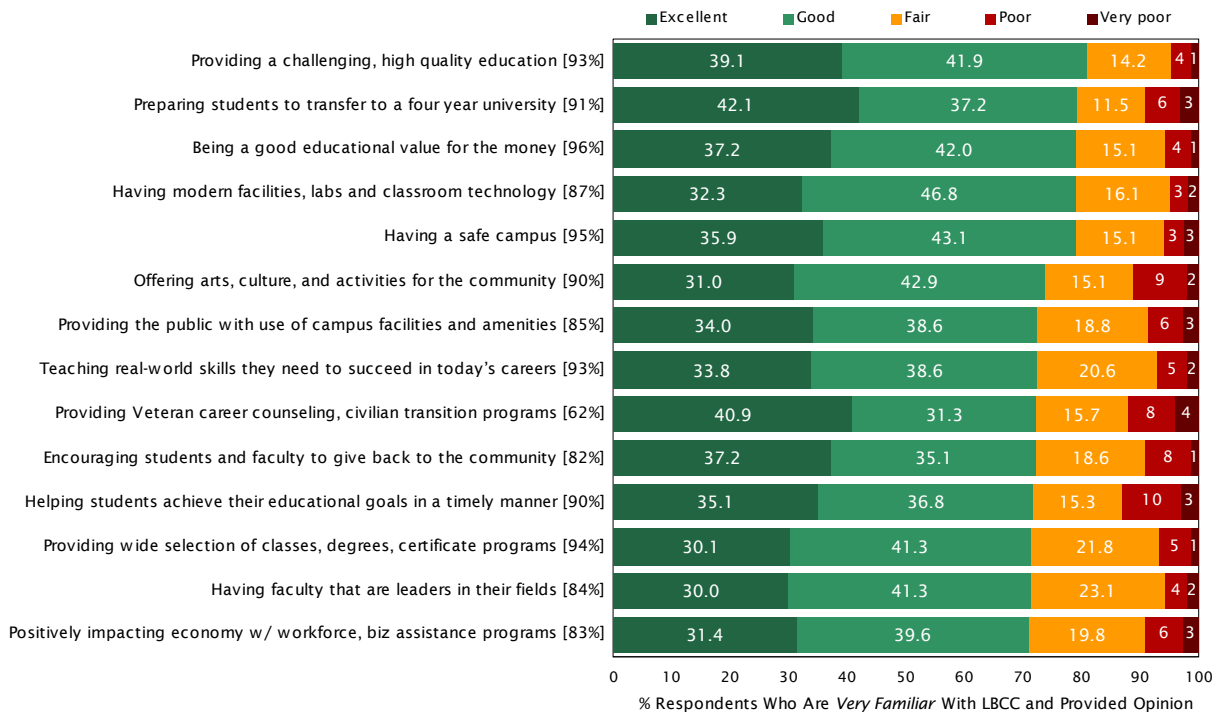


FIGURE 26 PERCEPTIONS OF LONG BEACH CITY COLLEGE AMONG THOSE WHO ARE VERY FAMILIAR WITH COLLEGE



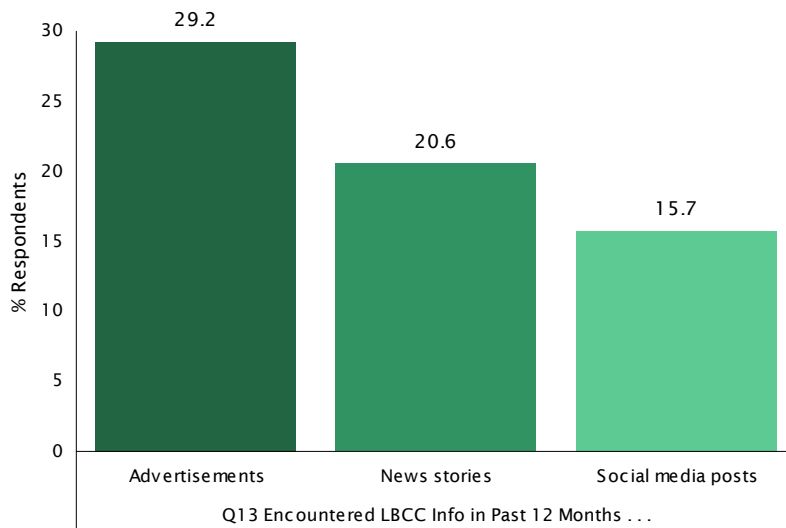
COMMUNICATIONS

The final substantive question in the survey asked respondents who had heard of Long Beach City College prior to participating in the survey if during the prior 12 month period they recalled encountering advertisements, news stories, or social media posts regarding LBCC.

As shown in Figure 27 below, more than one-quarter (29%) of respondents recalled encountering advertisements about Long Beach City College during the 12 months preceding the interview. The corresponding figures for news stories and social media posts about LBCC were 21% and 16%, respectively.

Question 13 *In the past 12 months, have you encountered any _____ about Long Beach City College?*

FIGURE 27 ENCOUNTERED LONG BEACH CITY COLLEGE INFO IN PAST 12 MONTHS



Figures 28 and 29 on the next page show how recalled exposure to LBCC-related advertisements, news stories, and social media posts during the 12 months prior to the interview varied by area of residence, age, presence of a high-school aged teenager in the home, and whether the person knows a family member or friend who plans to attend college in the next three years. In general, recalled exposure to LBCC *advertisements* was greatest among those who reside in the District, seniors, those with a teenager in the home, and among those who know a family member or friend who plans to attend college in the next three years.

FIGURE 28 ENCOUNTERED LONG BEACH CITY COLLEGE INFO IN PAST 12 MONTHS BY AREA OF RESIDENCE

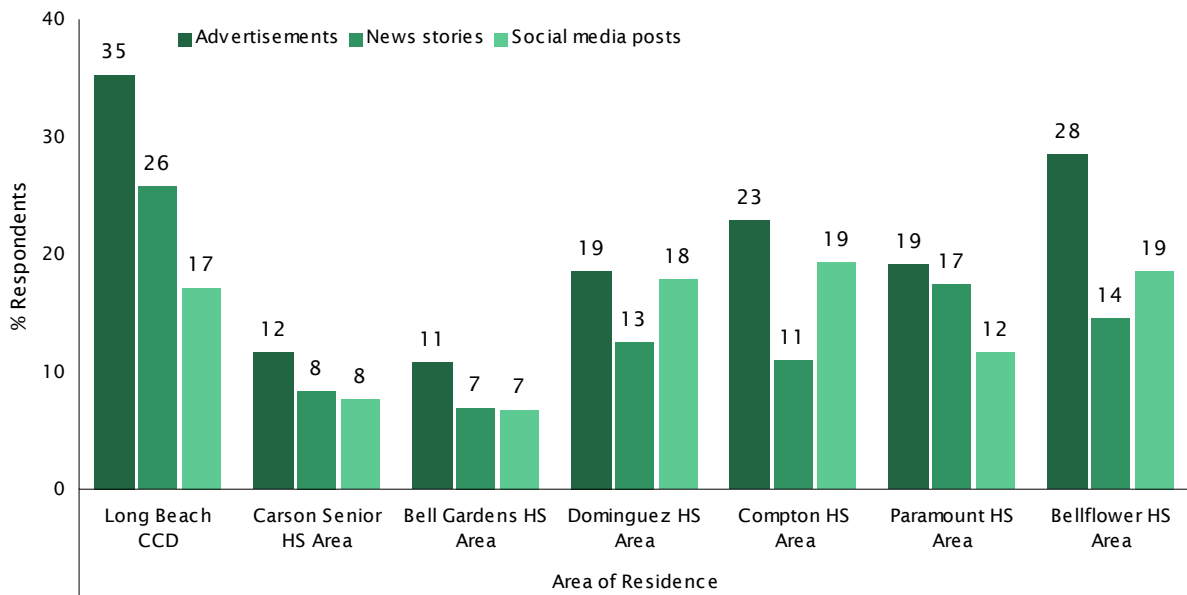
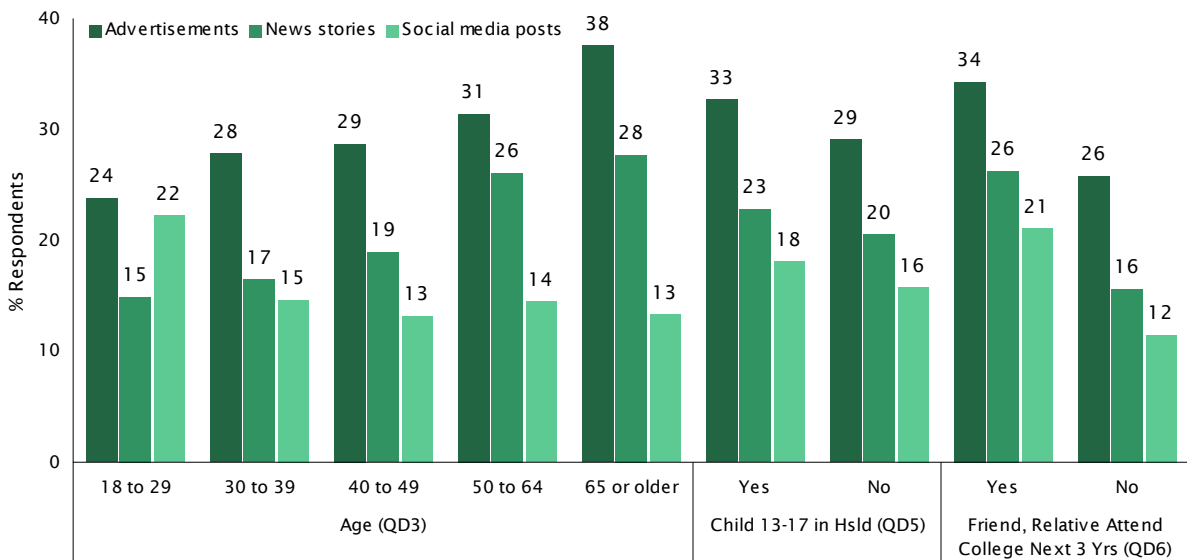


FIGURE 29 ENCOUNTERED LONG BEACH CITY COLLEGE INFO IN PAST 12 MONTHS BY AGE, CHILD 13-17 IN HSLD & FRIEND RELATIVE ATTEND COLLEGE NEXT 3 YEARS





BACKGROUND & DEMOGRAPHICS

TABLE 1 DEMOGRAPHICS OF SAMPLE

Total Respondents	1,200
QD1 Hsid member attended Long Beach City College	
Yes, respondent	11.1
Yes, someone else	18.1
Yes, both	16.4
No	51.3
Not sure	0.7
Refused	2.4
QD2 Visited Long Beach City College Campus	
Yes	62.8
No	34.4
Not sure	0.1
Refused	2.7
QD3 Age	
18 to 29	22.5
30 to 39	18.9
40 to 49	16.6
50 to 64	24.5
65 or older	15.2
Refused	2.3
QD4 Education level	
Elementary (8 or fewer years)	0.7
Some high school (9 to 11 years)	4.2
High school graduate (12 years)	17.1
Technical/Vocational school	2.4
Some college - didn't graduate	19.9
College graduate - 2 year degree (Associates degree)	14.2
College graduate - 4 year degree (Bachelors degree)	22.0
Some graduate school	1.9
Graduate, professional, doctorate degree	12.4
Not sure	0.8
Refused	4.4
QD5 Child 13-17 in household	
Yes	25.6
No	69.4
Refused	5.0
QD6 Friend, relative planning to attend college in next 3 yrs	
Yes	46.7
No	47.5
Refused	5.8
QD7 Ethnicity	
Caucasian/White	30.4
Latino/Hispanic	26.0
African American/Black	23.0
American Indian or Alaskan Native	1.1
Asian American	9.3
Pacific Islander	1.4
Mixed Heritage	3.6
Other	0.9
Refused	4.2
Gender	
Male	47.5
Female	52.5
Area of residence	
Long Beach CCD	64.2
Carson Senior HS Area	10.0
Bell Gardens HS Area	4.0
Dominguez HS Area	4.6
Compton HS Area	6.4
Paramount HS Area	4.5
Bellflower HS Area	6.3
Interview language	
English	96.3
Spanish	3.7

Table 1 presents the key demographic and background information collected during the interview. Because of the probability-based sampling methodology used in creating the sample, the results shown are representative of the universe of adult residents in the study area who reside in a household with at least one voter. The primary motivation for collecting the background and demographic information was to provide a better insight into how the results of the substantive questions of the survey vary by demographic characteristics (see crosstabulations in Appendix A for a full breakdown of each question).



M E T H O D O L O G Y

The following sections outline the methodology used in the study, as well as the motivation for using certain techniques.

QUESTIONNAIRE DEVELOPMENT Dr. McLarney of True North Research worked closely with Long Beach City College to develop a questionnaire that covered the topics of interest and avoided possible sources of systematic measurement error, including position-order effects, wording effects, response-category effects, scaling effects and priming. Several questions included multiple individual items. Because asking the items in a set order can lead to a systematic position bias in responses, the items were asked in a random order for each respondent.

Many questions asked in this study were presented only to a subset of respondents. For example, only respondents who had heard of Long Beach City College prior to participating in the survey were asked to describe their familiarity with the College. The questionnaire included with this report (see *Questionnaire & Toplines* on page 32) identifies the skip patterns that were used during the interview to ensure that each respondent received the appropriate questions.

PROGRAMMING, TRANSLATION & PRE-TEST Prior to fielding the survey, the questionnaire was CATI (Computer Assisted Telephone Interviewing) programmed to assist the live interviewers when conducting the telephone interviews. The CATI program automatically navigates the skip patterns, randomizes the appropriate question items, and alerts the interviewer to certain types of keypunching mistakes should they happen during the interview. After professionally translating the survey into Spanish, the integrity of the questionnaire was pre-tested internally by True North and by dialing into random homes in the study area prior to formally beginning the survey.

SAMPLE The survey was administered to a stratified and clustered random sample of households in the Long Beach Community College District, as well as from neighboring communities that border the District. The list of households was derived from the voter file to allow for specific geographic targeting and comparisons, although the respondent from a participating household did not need to be a voter to qualify for the survey. To maximize the efficiency of intra-District comparisons at the subgroup level, as well as comparisons between residents based on whether they live in the District or outside in neighboring communities, the total sample of 1200 was apportioned with 800 distributed among households within the District, 400 among households in neighboring communities. The data were weighted prior to analysis and graphic production to adjust for oversampling at the geographic level and to ensure that the data were representative at all levels of aggregation.

STATISTICAL MARGIN OF ERROR By using the probability-based sampling design noted above, True North ensured that the final sample was representative of residents in the geographic areas of interest who reside in a household with at least one voter. The results of the sample can thus be used to estimate the opinions of *all* individuals who fit this profile. Because not all residents participated in the study, however, the results have what is known as a statistical margin of error due to sampling. The margin of error refers to the difference between what was found in the survey of 1200 respondents for a particular question and what would have

been found if all of the estimated 485,717 qualified adults in the area of interest had been surveyed for the study.⁵

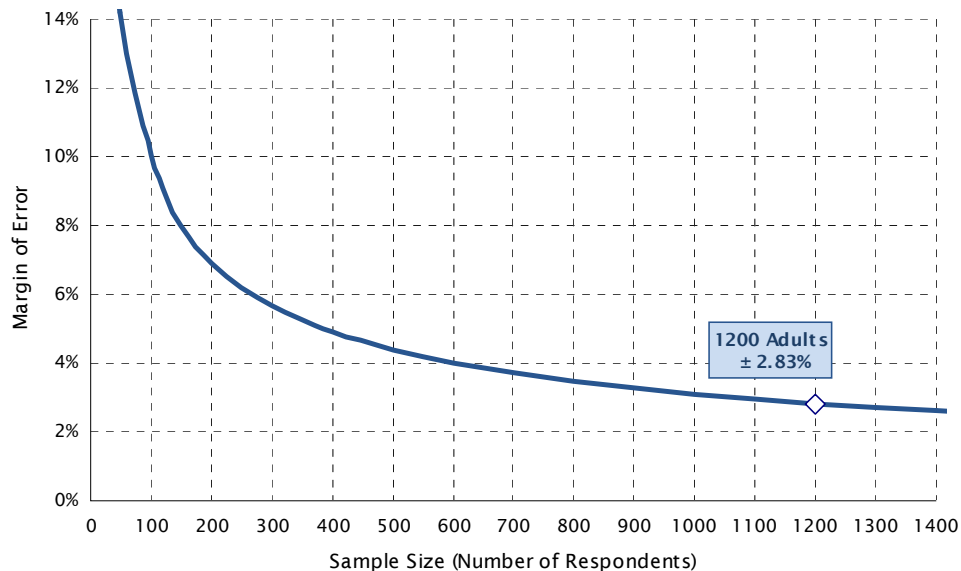
For example, in estimating the percentage of residents who would *strongly* agree that community colleges provide a challenging, high quality education (Q4a), the margin of error can be calculated if one knows the size of the population, the size of the sample, a desired confidence level, and the distribution of responses to the question. The appropriate equation for estimating the margin of error, in this case, is shown below:

$$\hat{p} \pm t \sqrt{\left(\frac{N-n}{N}\right) \frac{\hat{p}(1-\hat{p})}{n-1}}$$

where \hat{p} is the proportion of residents who strongly agreed with the statement (0.35 for 35% in this example), N is the population size of all qualified residents (485,717), n is the sample size that received the question (1200), and t is the upper $\alpha/2$ point for the t-distribution with $n - 1$ degrees of freedom (1.96 for a 95% confidence interval). Solving the equation using these values reveals a margin of error of $\pm 2.7\%$. This means that with 35% of survey respondents strongly agreeing that community colleges provide a challenging, high quality education, we can be 95% confident that the percentage of *all qualified residents* in the area interest who would agree with the statement is between 32% and 38%.

Figure 30 below provides a plot of the *maximum* margin of error in this study. The maximum margin of error for a dichotomous percentage result occurs when the answers are evenly split such that 50% provide one response and 50% provide the alternative response (i.e., $\hat{p} = 0.5$). For this survey, the maximum margin of error is $\pm 2.83\%$ for questions answered by all 1200 respondents.

FIGURE 30 MAXIMUM MARGIN OF ERROR



5. This estimate is a projection based on known registered voters in the sampled households, as well as an estimated additional quantity of unregistered adults based on a comparison of Census 2010 data and voter file information.

Within this report, figures and tables show how responses to certain questions varied by subgroups such as years living in their current county, age of the respondent, and ethnicity. Figure 30 is thus useful for understanding how the maximum margin of error for a percentage estimate will grow as the number of individuals asked a question (or in a particular subgroup) shrinks. Because the margin of error grows exponentially as the sample size decreases, the reader should use caution when generalizing and interpreting the results for small subgroups.

DATA COLLECTION The method of data collection for this study was telephone interviewing. Interviews were conducted in English and Spanish during weekday evenings (5:30PM to 9PM) and on weekends (10AM to 5PM) between November 11 and November 19, 2014. It is standard practice not to call during the day on weekdays because most working adults are unavailable and thus calling during those hours would bias the sample. Telephone interviews averaged 15 minutes in length.

DATA PROCESSING Data processing consisted of checking the data for errors or inconsistencies, coding and recoding responses, categorizing verbatim responses, and preparing frequency analyses and cross-tabulations.

ROUNDING Numbers that end in 0.5 or higher are rounded up to the nearest whole number, whereas numbers that end in 0.4 or lower are rounded down to the nearest whole number. These same rounding rules are also applied, when needed, to arrive at numbers that include a decimal place in constructing figures and charts. Occasionally, these rounding rules lead to small discrepancies in the first decimal place when comparing tables and pie charts for a given question.

QUESTIONNAIRE & TOPLINES



Long Beach City College
Baseline Community Perceptions Survey
Final Toplines
November 2014

Section 1: Introduction to Study

Hi, my name is _____ and I'm calling on behalf of TNR, an independent public opinion research company. We're conducting a survey of residents in your area about important issues and we would like to get your opinions.

If needed: This is a survey about important issues in Long Beach and surrounding communities – I'm NOT trying to sell anything and I won't ask for a donation.

If needed: The survey should take about 12 minutes to complete.

If needed: If now is not a convenient time, can you let me know a better time so I can call back?

Section 2: Screener

Use if land line: For statistical reasons, I would like to speak to the youngest adult male currently at home that is at least 18 years of age. *If there is no male currently at home that is at least 18 years of age, then ask:* Ok, then I'd like to speak to the youngest female currently at home that is at least 18 years of age.

If there is no adult currently available, then ask for a callback time.

NOTE: Adjust this screener as needed to match sample quotas on gender & age

If respondent asks why we want to speak to a particular demographic group, explain: It's important that the sample of people for the survey is representative of the population in the area for it to be statistically reliable. At this point, we need to balance our sample by asking for people who fit a particular demographic profile.

Section 3: Unaided Recall & Perceptions of Colleges

Q1	To begin, how long have you lived in Los Angeles County?	
1	Less than 1 year	3%
2	1 to 4 years	5%
3	5 to 9 years	7%
4	10 to 14 years	7%
5	15 years or longer	77%
99	Not sure / Refused	1%

Q2	When you think of community colleges and universities in your area, what specific names come to mind? <i>Do NOT Read List. Multiple Responses Allowed. Probe: Any others? Record up to 4.</i>		
Community Colleges			
	1	Cerritos College	17%
	2	Coastline Community College	1%
	3	Cypress College	4%
	4	El Camino College	18%
	5	Golden West College	2%
	6	Long Beach City College/Community College	61%
	7	Los Angeles City College	4%
	8	Los Angeles Harbor College	4%
	19	College Compton Center	2%
	20	East Los Angeles College	1%
	21	Santa Monica College	1%
	22	LA South West College	1%
	24	Orange Coast College	<1%
Universities			
	9	Cal State Long Beach/Long Beach State	31%
	10	Cal State Los Angeles/Los Angeles State	4%
	11	Cal State Northridge	1%
	12	Cal State Dominguez Hills	13%
	13	Cal State Pomona	1%
	14	Claremont Colleges	1%
	15	Loyola Marymount University	1%
	16	UCLA - University California Los Angeles	26%
	17	USC - University of Southern California	20%
	23	Cal State University Fullerton	<1%
	18	Other	3%
	98	Not sure	5%
	99	Refused	0%

Do not ask Q3 if Q2=6.

Q3	Can you name any additional community colleges that are located in your area? <i>Do NOT Read List. Multiple Responses Allowed. Probe: Any others? Question asked only of those who did not mention LBCC in previous question (Q2).</i>	
1	Long Beach City College/Long Beach Community College	33%
4	Cerritos College	3%
5	College Compton Center	2%
6	Cal State Dominguez Hills	1%
7	East Los Angeles College	1%
8	El Camino College	5%
9	Los Angeles Harbor College	3%
11	Los Angeles City College	1%
12	Southwest City College	1%
2	Other (unique responses)	8%
98	Not sure / Cannot think of any others	46%
99	Refused	1%

Section 4: Perceptions of Community Colleges							
Q4	Next, I'm going to read a list of statements about community colleges in general. For each, please tell me whether you agree or disagree with the statement - or if you have no opinion either way. Do you agree or disagree that: _____, or do you not have an opinion? <i>Get answer, if 'agree' or 'disagree' then ask: Would that be strongly (agree/disagree) or somewhat (agree/disagree)?</i>						
	<i>Randomize</i>	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	No Opinion	Refused
A	Community colleges provide a great educational value for the money	50%	25%	4%	6%	15%	1%
B	Students receive more personal attention and individualized instruction at a community college when compared to a university	24%	22%	13%	9%	30%	1%
C	Community colleges generally have smaller class sizes	26%	23%	11%	11%	27%	2%
D	Community colleges provide a challenging, high quality education	35%	36%	8%	4%	16%	1%
E	Universities offer a much wider range of classes when compared to a community college	44%	21%	9%	5%	20%	1%
F	Community colleges teach students the real-world skills they need to succeed in today's job market	35%	32%	8%	6%	18%	1%

G	A degree from a community college is taken seriously in today's job market	23%	26%	17%	16%	17%	1%
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Section 5: Recall & Opinions about Long Beach City College

Do not ask Q5 if Q2=6 or Q3=1.

Q5	Prior to taking this survey, had you ever heard of Long Beach City College? Question asked only of those who did not mention LBCC in previous questions (Q2 or Q3).						
	1	Yes			79%	Ask Q6	
	2	No			20%	Skip to D1	
	98	Not sure			1%	Skip to D1	
	99	Refused			0%	Skip to D1	

Use this intro to Q6 only if Q2=6 or Q3=1: Earlier you mentioned Long Beach City College.

Q6	How did you first hear about Long Beach City College?						
	1	Friends/Family/Associates			42%		
	2	School Counselor/Advisor			7%		
	3	Television			1%		
	4	Radio			0%		
	5	Newspaper			2%		
	6	Website/Internet			1%		
	7	E-mail			0%		
	8	Saw/Visited Campus			33%		
	9	Employer			1%		
	10	Direct Mail			1%		
	11	Advertisements			1%		
	12	Social Media/Facebook/Twitter			1%		
	14	Former student			2%		
	13	Other			1%		
	98	Not sure			7%		
	99	Refused			1%		

Q7	In general, how familiar would you say you are with Long Beach City College? Would you say you are very familiar, somewhat familiar, not too familiar or not at all familiar with the college?			
	1	Very familiar	25%	Ask Q8
	2	Somewhat familiar	34%	Ask Q8
	3	Not too familiar	15%	Ask Q8
	4	Not at all familiar	25%	Skip to Q13
	98	Not sure	1%	Ask Q8
	99	Refused	0%	Ask Q8
Q8	In general, would you say you have a favorable or unfavorable opinion of Long Beach City College – or do you have no opinion either way? If 'favorable' or 'unfavorable', then ask: Would that be very (favorable/unfavorable) or somewhat (favorable/unfavorable)?			
	1	Very favorable	39%	
	2	Somewhat favorable	21%	
	3	Somewhat unfavorable	2%	
	4	Very unfavorable	1%	
	98	No opinion	36%	
	99	Refused	1%	
Q9	What positive descriptions come to mind when you think of Long Beach City College? Verbatim responses recorded and later grouped into the categories shown below.			
	None / Nothing comes to mind		27%	
	Affordability / Good value for cost		13%	
	Convenient location / Accessibility		11%	
	General positive comment		11%	
	Nice, clean campus, surroundings		10%	
	Good quality of education		10%	
	Quality of teachers, instructors		9%	
	Good programs, courses		8%	
	Wide variety of programs, courses		6%	
	Community oriented		5%	
	Growing / Improving / Innovating		5%	
	Good prep for future jobs, career		4%	
	Good prep for 4-yr, further education		3%	
	Nice, friendly staff		3%	
	Small campus, classrooms		2%	
	Diversity of cultures		2%	
	Large campus		2%	

LBCC Community Perceptions Survey

November 2014

	Family, friends attended	2%
	Good sport teams, programs	1%
	Well known / Good reputation	1%
	Safe campus	1%
	Fiscally sound, responsible	1%
	Personalized education, one on one	1%
	Flexible class schedule	1%
	Good management, administration	1%
Q10	What negative descriptions come to mind when you think of Long Beach City College? Verbatim responses recorded and later grouped into the categories shown below.	
	None / Nothing comes to mind	64%
	Classes overcrowded	7%
	Limited courses, programs offered	6%
	Parking issues	6%
	Difficult enrollment, registration	4%
	Expensive	4%
	Poor quality of education	3%
	Infrastructure in need of upgrades, repairs	3%
	Location, poor accessibility	2%
	Quality of staff, administration	2%
	Security, safety concerns	2%
	Poor quality of teachers, instructors	2%
	Negative comment about students	1%
Q11	Would you recommend Long Beach City College to a friend or relative who was planning to go to college?	
	1 Yes	83%
	2 No	11%
	98 Not sure	5%
	99 Refused	0%

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Section 6: Perceptions of LBCC								
Q12	Would you say Long Beach City College does an excellent, good, fair, poor or very poor job at _____?							
	<i>Randomize</i>	Excellent	Good	Fair	Poor	Very poor	Not Sure	Prefer not to answer
A	Providing a challenging, high quality education	25%	42%	17%	2%	1%	11%	2%
B	Positively impacting the local economy through workforce preparation programs and programs to assist local businesses	20%	34%	17%	4%	2%	20%	4%
C	Having faculty that are leaders in their fields	18%	36%	15%	3%	1%	24%	4%
D	Teaching students the real-world skills they need to succeed in today's careers	24%	39%	17%	4%	1%	13%	3%
E	Offering arts, culture, and activities for the community	21%	36%	16%	5%	1%	19%	3%
F	Being a good educational value for the money	32%	41%	14%	3%	1%	7%	1%
G	Having a safe campus	25%	41%	15%	3%	1%	13%	2%
H	Helping students achieve their educational goals in a timely manner	23%	40%	14%	6%	2%	14%	3%
I	Encouraging students and faculty to give back to the community	21%	34%	15%	4%	1%	23%	4%
J	Providing the public with use of campus facilities and amenities	22%	35%	16%	3%	1%	20%	3%
K	Providing a wide selection of classes, degrees and certificate programs	21%	42%	17%	3%	1%	13%	3%
L	Having modern facilities, labs and classroom technology	22%	39%	14%	2%	1%	18%	4%
M	Preparing students to transfer to a four year university	30%	38%	11%	3%	2%	14%	1%
N	Supporting returning veterans by providing career counseling and programs to help vets transition to a civilian career	17%	24%	12%	3%	1%	37%	6%

Section 7: Communications					
Q13	In the past 12 months, have you encountered any _____ about Long Beach City College?				
	<i>Randomize</i>	Yes	No	No Opinion	Refused
A	Advertisements	31%	67%	1%	1%
B	News stories	22%	76%	2%	1%
C	Social media posts	17%	81%	2%	1%

Section 8: Background & Demographics			
I have just a few more background questions for statistical purposes.			
D1	Have you or anyone else in your household attended classes at Long Beach City College? <i>If yes, ask: Would that be you, someone else in your household, or both?</i>		
	1	Yes, just me	11% <i>Skip to D3</i>
	2	Yes, just someone else in household	18% <i>Ask D2</i>
	3	Yes, both me and someone else	16% <i>Skip to D3</i>
	4	No	51% <i>Ask D2</i>
	98	Not sure	1% <i>Ask D2</i>
	99	Refused	2% <i>Ask D2</i>
D2	Have you ever visited a Long Beach City College campus?		
	1	Yes	49%
	2	No	48%
	98	Not sure	0%
	99	Refused	4%
D3	In what year were you born? Year recorded and later grouped into categories shown below.		
	1	18 to 29	23%
	2	30 to 39	19%
	3	40 to 49	17%
	4	50 to 64	24%
	5	65 or more	15%
	99	Refused	2%

D4 What is the highest grade or level you completed in school so far?		
1	Elementary (8 or fewer years)	1%
2	Some high school (9 to 11 years)	4%
3	High school graduate (12 years)	17%
4	Technical/Vocational school	2%
5	Some college - didn't graduate	20%
6	College graduate - 2 year degree (Associates degree)	14%
7	College graduate - 4 year degree (Bachelors degree)	22%
8	Some graduate school	2%
9	Graduate, professional, doctorate degree (DDS, DVM, JD, LLM, MA, MS, MBA, MD, PhD)	12%
98	Not sure	1%
99	Refused	4%
D5 Are there one or more people between the ages of 13 and 17 living in your home?		
1	Yes	26%
2	No	69%
99	Refused	5%
D6 Do you have a friend or relative who is planning to attend college in the next three years?		
1	Yes	47%
2	No	48%
99	Refused	6%

D7	What ethnic group do you consider yourself a part of or feel closest to?		
	1	Caucasian/White	30%
	2	Latino/Hispanic	26%
	3	African American/Black	23%
	4	American Indian or Alaskan Native	1%
	5	Asian American-- Korean, Japanese, Chinese, Vietnamese, Filipino or other Asian	9%
	6	Pacific Islander	1%
	7	Mixed Heritage	4%
	98	Other	1%
	99	Refused	4%

Those are all of the questions that I have for you. Thanks so much for participating in this important survey!

Post-Interview Items			
S1	Gender		
	1	Male	47%
	2	Female	53%
S2	Household Party Type		
	1	Single Dem	36%
	2	Dual Dem	11%
	3	Single Rep	8%
	4	Dual Rep	4%
	5	Single Other	19%
	6	Dual Other	3%
	7	Dem & Rep	4%
	8	Dem & Other	11%
	9	Rep & Other	3%
	0	Mixed (Dem + Rep + Other)	1%
S3	Homeowner		
	1	Yes	40%
	2	No	60%

S4 Area of Residence			
	1	Long Beach Community College District	64%
	2	Carson Senior High School Area	10%
	3	Bell Gardens High School Area	4%
	4	Dominguez High School Area	5%
	5	Compton High School Area	6%
	6	Paramount High School Area	5%
	7	Bellflower High School Area	6%
S3 Interview Language			
	1	English	96%
	2	Spanish	4%