



Undergraduate Student Market Analysis

York County Community College

December, 2013

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Conducted for:

York County Community College

Conducted by:

**Aslanian Market Research
EducationDynamics**

Carol B. Aslanian, Senior Vice President
Scott Jeffe, Project Executive

**5 Marine View Plaza, Suite 212
Hoboken, NJ 07030**

T: 201.377.3332

F: 201.377.3096

marketresearch@educationdynamics.com

<http://adultstudents.educationdynamics.com>

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About EducationDynamics and Aslanian Market Research

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Aslanian Market Research (AMR) is the market research division of EducationDynamics. AMR has advanced the success of more than 200 colleges and universities across the nation through the collection and analysis of student market data. AMR conducts adult student and online student market demand studies, institutional audits, program and marketing reviews, and seminars and workshops for colleges and universities.

AMR is led by Carol Aslanian, who has more than 25 years of experience in serving colleges nationwide—first at the College Board, and then at Aslanian Group—and is the only market research organization in the nation exclusively dedicated to assisting colleges and universities in the recruitment and servicing of adult students.

Aslanian Market Research continues Aslanian Group's history of providing adult student-centered market research. This includes local, regional, and nationwide assessments for colleges and universities interested in serving the adult and online student market.

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Recommendations and Key Findings

During the fall and winter of 2013, Aslanian Market Research conducted a comprehensive market analysis of demand among individuals for undergraduate education in York County, Maine, and Strafford and Rockingham counties in New Hampshire. The overall purpose of the analysis was to gain a full understanding of the undergraduate student market and York County Community College's position in it and to identify policies and practices that will enable the institution to increase its market share of students living in the three counties.

Our respondents included individuals who have inquired about, enrolled in, or plan to enroll in credit-bearing undergraduate study (degree or otherwise) in the last five years or who will do so in the coming year, expressed interest in enrolling at York County Community College, or have expressed interest in college-study by registering on eLearners.com. The patterns and preferences of these students are reflective of the students that the College can position itself to attract in the near future. This demand analysis approach is based on the belief that what and how students have actually studied in the recent past (or plan to in the near future) are the best predictors of what others will study in the future.

By asking these highly qualified respondents to tell us not only about their most recent experiences but also to tell us where their preferences either conform or diverge from these experiences allows us to present a complete snapshot of the demands and preferences of the market in which York County Community College is operating.

This section offers recommendations, each of which is supported by key data contained in the full report. We carefully reviewed the data from our investigation and have drawn conclusions as appropriate. It is important that staff read the entire report to understand fully the outcomes that underpin our recommendations and, equally important, to develop additional conclusions based on the data and their own extensive experience.

Our recommendations are organized into four primary categories which generally follow the order in which they must be addressed by the College. This is not to say that advancements in the College's marketing efforts cannot begin immediately, but rather, that significant increases in expenditure on marketing programs that are not focused on the topics that adults are studying, or on schedules and in formats they prefer would be counterproductive. The four primary groups of recommendations are:

1. **Program Offerings:** What degrees, certificates, licenses and/or courses are in highest demand among adults in need of undergraduate or graduate study? York County Community College must understand the relative demand for each type of study and

the highest demand topics/majors in order to make decisions regarding service to the population who reside in its service area.

2. **Scheduling and Format of Offerings:** In what manner are undergraduate students most interested in studying? York County Community College will not be successful in expanding enrollments solely on the basis of having the “right” set of programs available. Today, undergraduate students are also seeking programs that are offered in the formats they desire, on the schedules that work for them, in a timeframe that allows them to juggle competing demands and much more. Only by understanding these demands and tailoring programs to these preferences will the College be able to expand enrollments.
3. **Marketing and Outreach:** What methods should York County Community College employ in order to successfully attract greater numbers of undergraduate students to its new and graduate programs? The College will also need to understand the priorities of prospective students as they make decisions regarding where to enroll, what advertising methods they find effective, what they are reading, listening to, or accessing in some other way, and how they conduct their search for a program.
4. **Competitors:** With which institutions is York County Community College most strongly competing for undergraduate students? There are a number of factors that the College should consider as it charts a course to increase enrollments.

Study 1: Undergraduate Students

For each of the statements that follow, we begin with a “headline” statement summarizing a key data point surfaced in this image and market study. We then offer a recommendation (in bold) which may then be supported by additional data from our study. Following each recommendation, the page numbers from the report are cited where full supporting data can be found.

Program Topics, Schedules and Formats

1. While undergraduate students residing in the three-county region are most often interested in degrees, it is noteworthy that 40 percent seek non-degree options. **York County Community College should emphasize associate degrees as well as options to enroll in shorter career-related certificate programs, as well as individual courses.**
 - *About 60 percent of undergraduate students in the community seek enrollment in degree study or courses for transfer to a degree program, most often in either Business or Health Professions programs. The remaining 40 percent seek certificate/licensing programs and individual courses.*
2. Undergraduate degree students residing in the area are most interested in Business programs (34%), followed by Health Professions (21%), and STEM topics (19%). On the other hand, undergraduate students who expressed interest in York County Community College most often seek degrees in the Health Professions. In regard to certificate and licensing programs, primary interest is in the fields of Health, Education, and Business. Finally, and impressively, STEM topics dominate preferences among individual course takers. **York County Community College should ensure that all high demand topics are addressed through a variety of instructional formats.**
3. Undergraduate degree students residing in the area are more likely to enroll in part-time study (65%) than full-time study (35%). **Where possible York County Community College should schedule high demand programs so that they can be completed by both full- and part-time students.**
4. Undergraduate students residing in the area are nearly as likely to study during the evening as during the day. **YCCC should explore offering high demand programs in both day and evening formats.**
 - *Nearly 50 percent of respondents prefer to study on weekday mornings or afternoons, while nearly 45 percent prefer to study weekday evenings. Fewer than 10 percent prefer weekend study.*
5. Only 20 percent of undergraduate students in the area prefer to enroll in standard semester-length courses. **York County Community College should consider offering courses lasting between 8-10 weeks, particularly in the evenings.**
 - *Forty-five percent of respondents prefer courses of 6-10 weeks, while an additional 25 percent prefer courses of even fewer weeks.*
6. Undergraduate students residing in the area are highly interested in enrolling in partially

online and fully online courses and programs (both those interested in degree and non-degree study). **York County Community College should consider a comprehensive strategy to expand its partially online and fully online courses.**

- *Forty percent of respondents prefer partially online courses, and 31 percent prefer fully online courses. Only 29 percent prefer fully-classroom courses. These statistics reflect the “new normal” in Aslanian studies.*

7. Among those who would enroll in a course with at least some required time in a classroom, 86 percent found multiple campuses at least somewhat attractive. Furthermore, while the College’s current location of Wells is preferred most often among Maine respondents, it is noteworthy that the largest proportion of New Hampshire respondents found Kittery to be the location to which they would be willing to travel to attend a course. **If York County Community College wants to develop a strategy to attract potential students in New Hampshire, the College should consider establishing an off-campus site in Kittery, the most attractive site to New Hampshire respondents.**

- *Thirty-one percent found multiple campuses to be very attractive, with an additional 55 percent responding somewhat attractive. The most attractive location to Maine respondents is Wells, while New Hampshire respondents found Kittery to be the most attractive.*

Image, Outreach and Marketing

8. **York County Community College should target the following demographic overall, while observing the differences in the profiles of Maine and New Hampshire respondents.** This segmentation is most likely the key market profile for college-level undergraduate study.

- *Overall, York County Community College should attract females about 35 years of age. They typically have a total family income of about \$60,000, are employed full time, and do not have children living with them who are within three years of attending college. Thirty-five percent of the population has already earned a bachelor’s degree or more before they most recently [re-]enrolled in undergraduate study.*

This population is most often motivated to enroll in college in order to change careers (26%), to qualify for a promotion or obtain a new position in their field (19%), to achieve personal satisfaction (17%), or because they had just finished high school (15%). Undergraduate students’ primary course payment method is personal funds (40%), followed by student loans (23%), and Pell Grants and other federal/state/local government grants or scholarships (19%).

- *In Maine, York County Community College should target females about 33 years of age. They typically have a total family income of about \$50,000, are employed full time, and do not have children living with them who are within three years of attending college. Twenty-seven percent of the population has already earned a bachelor’s degree or more before they most recently [re-]enrolled in undergraduate study.*

This population is most often motivated to enroll in college in order to change careers (33%), to achieve personal satisfaction (16%), because they had just finished high school (15%), or because they were seeking a promotion (13%). Undergraduate students' primary course payment method is personal funds (40%), followed by student loans (22%), and Pell Grants and other federal/state/local government grants or scholarships (19%).

o In New Hampshire, York County Community College should target females about 36 years of age. They typically have a total family income of about \$73,000, are employed full time, and do not have children living with them who are within three years of attending college. Forty percent of population students has already earned a bachelor's degree or more before they most recently [re-]enrolled in undergraduate study.

This population is most often motivated to enroll in college in order to change careers (26%), to qualify for a promotion or obtain a new position in their field (22%), to achieve personal satisfaction (18%), or because they had just finished high school (15%). Undergraduate students' primary course payment method is personal funds (39%), followed by student loans (23%), and Pell Grants and other federal/state/local government grants or scholarships (18%).

9. York County Community College is somewhat visible in the community. Surprisingly, within York County 55 percent of respondents only had mid-range level of awareness of York County Community College. Further, throughout the region surveyed, 70 percent had low familiarity with the College. While the College is seen as an institution that provides low cost education, detailed knowledge about the College is very limited. **York County Community College should advance and dedicate more resources to formal marketing efforts aimed at increasing people's awareness of the College, as well as an understanding of core value statements about the College. It should also incorporate the results of this study into its strategic plan and priorities as it allocates funding priorities for the next five years.**

o Only seven percent of Maine undergraduate students (who all resided in York County) were very familiar with York County Community College. In New Hampshire, nearly 80 percent were not at all familiar with the College.

10. York County Community College's most widely known and highest rated feature is its affordable cost. This looks favorably for the College, given that respondents choose institutions to study largely due to cost. **York County Community College should focus promoting its affordability and the fact that it offers the lowest tuition in the region, while simultaneously stressing the high quality of its programs and courses.**

o The highest rated York County Community College "Statement of Agreement" was its affordability (94% at least "somewhat agree" YCCC's costs are reasonable).
o While amount of debt incurred and course scheduling were important to respondents, nearly all of respondents (98%) said cost of tuition and fees were at least "somewhat important" to their enrollment decision.

11. The community sees York County Community College definitely as a multi-audience

provider of higher education to adults in the community who are seeking degrees and certificates, local high school students who want to go to college, and adults in the community who seek career-related noncredit professional development. **York County Community College should balance its messaging and outreach between the traditional and adult audiences for both credit and noncredit study.**

- *Respondents believe that York County Community College serves well both traditional age and adult students, who are interested in college-level study for a myriad of reasons.*

12. The community is most attracted to specific features of York County Community College that are related to cost, as well as convenience. **York County Community College should vigorously promote the following highly attractive/compelling features of study at the College:**

- **York County Community College has the lowest tuition and fees of any accredited college in the region.**
- **York County Community College offers flexible course schedules that fit work and family obligations.**
- **A typical course costs \$325.**
- **York County Community College offers over 30 degree and certificate programs.**

13. Thirty percent of undergraduate students *who* inquired to York County Community College did so most often by completing an information form on the college website. However, another 30 percent did so by a visit to the campus including a college admissions visit or attending an open house.

Nearly 40 percent of inquirers were contacted within one business day of their inquiry, with another 40 percent contacted within one week. Fifty percent of respondents who inquired were satisfied with their contact from the College. Of those who were not satisfied, many would have liked more contact or better information.

It is very important for York County Community College to capture and respond immediately to inquiries that surface through its website, as many of its competitors have become most skillful in doing so. Additionally, the College should increase on-campus recruitment activities, as this is an effective recruitment tool. York County Community College is also encouraged to improve its website tools for more timely response to enquiries, and explore additional methods of recruitment that will bring potential students to the campus

- *Thirty percent of respondents who inquired about York County Community College did so by submitting an information request form on the website. However, 16 percent did so during a visit to the college, 12 percent during an admissions visit, and another four percent during an open house, nearly one-third of respondents who inquired while on campus.*
- *Nearly 40 percent of respondents were contacted within one business day, while seven percent were contacted within one hour, and another 31 percent within one business day.*
- *Fifty percent of YCCC inquirers were very satisfied with their contact with York County Community College. This produced a strong rating of contact of 3.4.*

14. Undergraduate students visit websites of colleges of interest, use internet search engines, and print college guides and other materials in order to gather information. Undergraduate students also cite information from family members or friends as a chief source for information about York County Community College. **York County Community College should consider ways to enhance its outreach by focusing resources on search engine optimization – SEO – (ensuring that YCCC is among the top results of a college search on Google), as well regularly advancing the College website, as this is a key and vital source of information. York County Community College should also increase activities to improve awareness among those already familiar with the College, as they can spread word of mouth awareness among friends and family.**

- *Thirty-six percent cited a family member or friend as their primary source of information about York County Community College.*
- *Among online sources of information, respondents gathered information from direct visits to college websites (82%) and internet search engines (52%).*
- *Among offline sources of information, respondents most often used printed college guides and other materials (47%).*

Note: Given the competition that all colleges face today, the typical conservative amount of funds that colleges spend on marketing and advertising is no longer able to result in increased enrollments. The multi-faceted methods needed (driven by the fact that there is no longer a single pervasive media source in the country) will require colleges to surface scarce resources to continue to grow enrollments.

15. Across the nation and also in York County Community College’s service area, there is no more important recruiting tool than the College’s website. **York County Community College’s website must be optimized as a college search tool for prospective students.**

- *Among online sources of information, respondents gathered information from direct visits to college websites (82%) and internet search engines (52%).*

Competitors

16. York County Community College is competing for students with other community colleges as well as a broad range of public and private four-year colleges. York County Community College is seen as at least somewhat attractive by 67 percent of respondents. Among cited competitors, this is lower than all chief competitors in the region, excepting for Granite State University and Great Bay Community College.

Further, when asked at which institution they had inquired or applied, the University of New Hampshire was cited most often, followed by Southern New Hampshire University. York County Community College was the fifth most cited institution. **York County Community College should, in particular, study and evaluate key value propositions disseminated by the University of New Hampshire, Southern New Hampshire University, and Southern Maine Community College and determine whether these can be used by the College to successfully recruit students who inquire or apply to these institutions in addition to York County Community College.**

- *University of New Hampshire (55 respondents), Southern New Hampshire University (40 respondents), University of Southern Maine (27 respondents), and Southern Maine Community College (19 respondents), were cited most often by*

respondents as institutions to which they had inquired or applied. York Community College was cited by 18 respondents.

Employers

1. The majority of employers interviewed are at least somewhat familiar with York County Community College. Given the proximity of these employers to the College – all located in York County, we would expect a stronger level of awareness. Even fewer employers were familiar with the College’s workforce development programs. **The College should identify methods to increase the level of familiarity with and understanding of the College among area employers.** In doing so, the college should focus on increasing awareness of key value statements of the College and its service to the local business community.
2. Most important to employers would be for prospective and current employees to gain licenses and certificates as well as take individual courses in industry-specific topics more so than degrees. Additionally, the majority of employers feel that ongoing professional development has a positive impact. **York County Community College should contact area employers directly to identify education and training needs that the College can provide, typically on site, that meet employers’ needs.** The majority of employers interviewed felt it was “very important” that their organization participate in ongoing education during employment.
3. In regard to the types of study area employers desire for their employees, they most often seek “competency-based” seminars/workshops, not earning academic credit, certificate/certifications not awarding academic credit, and individual courses not awarding academic credit. **York County Community College should develop customized non-credit offerings to appeal to area employers for their employees’ continuing education and training needs.**
4. In regard to an institution that area employers would most likely use for continuing education and training, York County Community College was most often cited. **The College is in an excellent position to pursue contract training and education opportunities with area employers and should begin with the three employers interviewed who want immediate contact (see page 62).**

Guidance Counselors

5. Among the 20 high school guidance counselors interviewed in Maine and New Hampshire, the majority were quite familiar with York County Community College. **York County Community College should continue its outreach methods to area high schools in order to keep the College as a “top-of-mind” institution.**
6. Most often, guidance counselors believe that the College does, in fact, meet the needs of local high school students, that its costs are reasonable, that its small class size is desirable, and that it offers transfer advisory services to students. **These features are those that York County Community College should publicize and promote among area guidance counselors.**
7. Impressively, two-thirds of the guidance counselors have visited the College. Moreover, counselors who visited the campus found it attractive and safe. **York County Community College should ensure that all area guidance counselors visit the campus for first hand impressions.**
8. As with other constituencies, the College’s website is the single most important source of information about the College for guidance counselors. **York County Community College’s website must be optimized as a reference tool for area guidance counselors.**
9. Ten percent of guidance counselors noted that York County Community College does not recruit at their high school. **The College should ensure that recruitment activities take place at these high schools.**

Methodology

During the fall and winter of 2013, Aslanian Market Research conducted a comprehensive market analysis of demand among individuals for undergraduate education in York County, Maine and Strafford and Rockingham counties in New Hampshire. The overall purpose of the analysis was to gain a full understanding of the undergraduate student market and York County Community College's position in it and to identify policies and practices that will enable the institution to increase its market share of students living in the three counties.

Study 1: Undergraduate Student Demand

Telephone and online surveys were conducted with a sample of 250 individuals. These individuals had inquired about, enrolled in, or plan to enroll in undergraduate study. Throughout this report, we refer to these individuals as "undergraduate students". Survey respondents were identified through a regional online survey panel (65%), a list of individuals residing in the survey region who inquired about undergraduate study on one of EducationDynamics' college search sites (7%), and individuals who inquired directly about study at York County Community College but did not enroll (25%).

The surveys collected information directly related to a number of areas of interest among York County Community College staff, including fields of study, schedules of study, study formats, the position and image of York County Community College, promotion strategies, use of media for advertising, off-campus locations, and cost of courses. Each survey also included questions about the personal characteristics and circumstances of the undergraduate students at the time they completed the survey.

Study 2: Employers

Surveys were conducted via telephone with a sample of 20 officials responsible for employer education and training at organizations that were either supplied by York County Community College or sourced by Aslanian Market Research among businesses located in York County. The interviews were designed to investigate employers' familiarity with York County Community College, their employees' education, relationships with colleges and universities, future educational needs, and tuition assistance programs, among other topics.

Study 3: Guidance Counselors

Interviews were conducted via telephone with a sample of 20 guidance counselors selected by York County Community College from local high schools in both Maine and New Hampshire. The interviews were designed to investigate guidance counselors' familiarity with York County Community College, their opinions and perceptions of York County Community College, how they obtain information about York County Community College, and how York County Community College compares with other area institutions, among other topics.

Technical Notes

All percents in this report have been rounded; therefore, the total percent figure in a table may not add up to exactly 100. Further, if the total percent figure is substantially more than 100, it is because the question allowed the respondents to choose more than one option.

Data are expressed in percentages except in instances where numbers express the data more precisely.

Study 1: Undergraduate Student Demand

Degree and Nondegree Study

Undergraduate students we interviewed in the designated study area were more often in pursuit of a degree than engaged in nondegree study.

About **60 percent** of all undergraduate students were pursuing a degree: 39 percent were enrolled in a degree program and 20 percent were taking individual undergraduate courses (very likely at a two-year institution) for transfer to a bachelor's degree program.

The other approximately **40 percent** of undergraduate students we interviewed were *not* pursuing a degree: 21 percent were taking courses toward a certificate or license (most often in health professions), while 20 percent were taking individual courses (most often in STEM).

Study Type	Percent of Undergraduate Students
Enrolling in a degree program	39%
Taking courses toward a certificate or license	21
Taking individual courses	20
Taking courses for transfer to a bachelor's degree	20

Degree Study

Type of Degree

Among the approximately 60 percent of undergraduate students seeking a degree, 65 percent were seeking a bachelor's degree, while 35 percent were seeking an associate degree.

Field of Study: Degree

The subject fields they preferred fell into the following categories:

Field of Study: Degree	Percent of Undergraduate Students
Business	34%
Health Professions	21
STEM	19
Education	9
Social Sciences	8
Humanities/Liberal Arts	7
Other	2

Business commands the greatest share of the total degree market, followed by health professions and STEM. Together, these three fields account for almost 75 percent of the undergraduate student market. Note: in analyzing the subgroup of respondents who had some level of contact with York County Community College, Health Professions dominated their degree interests.

Following are the specific fields of the degrees respondents were seeking, organized by subjects most frequently cited to those least frequently cited:

Business

- Accounting (8)
- Business (6)
- Business Administration (5)
- Marketing (3)
- Business Management (2)
- Advertising
- Business Studies in Information Systems
- Executive Secretarial
- Finance
- Hospitality-Travel and Tourism
- Human Resources
- Investments
- Logistics
- Management

Health Professions

- Nursing (6)
- Medical Assistant (3)
- Medicine (2)
- Culinary Nutrition
- Dental Hygiene
- Health Care
- Holistic Medicine
- Nurse Practitioner
- Personal Training
- Physical Therapy Assistant
- Sports Medicine
- Veterinary Medicine

STEM

- Engineering (3)
- Video Game Design (2)
- Information Technology (2)
- Biology
- Chemical Engineering
- Computer Programming
- Computer Science
- Digital Media
- Geology
- Information Systems and Technology
- Marine, Freshwater, and Estuarine Biology
- Science
- Software Development
- Web Design

Education

- Education (6)
- Early Childhood Education
- Education Administration
- Special Education

Social Sciences

- Psychology (7)
- Social Work

Humanities/Liberal Arts

- Culinary Arts (2)
- History (2)
- Carpentry
- Communications
- Journalism

Other

- Athletic Administration
- Recreation Management

Nondegree Study

Among the approximately **40 percent** of undergraduate students who were *not* seeking to pursue a degree, 21 percent sought courses toward a certificate or license (most often in health professions), while 20 percent sought individual courses (most often in STEM).

Field of Study: License/Certificate

Among the 21 percent of undergraduate students interested in certificate or license programs, the largest proportion sought programs in health professions, followed by education and business. Together, these three fields of study comprise almost 70 percent of the undergraduate student market:

Field of Study: License/Certificate	Percent of Undergraduate Students
Health Professions	31%
Education	21
Business	17
STEM	13
Humanities/Liberal Arts	8
Social Sciences	2
Other	8

Following are the specific fields of the certificates or licenses for which respondents expressed interest, organized by subjects most frequently cited to those least frequently cited:

Health Professions

- Medical Billing/Coding (5)
- Medical Assistant (4)
- Nursing (2)
- Health Coaching
- Massage Therapy
- Nursing Assistant
- Pharmacy Tech
- Physician Assistant

Education

- Early Childhood Education (2)
- Teaching (2)
- Adult & Higher Education-
Adult Education Director
- Distance Learning
- Education
- Learning Principles
- Preschool/Kindergarten Teacher
- School Psychology
- Teaching - Middle School
Mathematics

Business

- Real Estate (2)
- Accounting
- Art and Antique Appraisal
- Personal Trust Diploma

- Professional Career/Life Coach
Certification
- Project Management
- Property Casualty Underwriters
- Series 65 Securities License

STEM

- Automotive (2)
- A+ Certification
- Electrical Engineering
- Information Science And
Technology Certificate
- Microsoft Office Specialist
- Pilot - Rotary Wing Aircraft

Humanities/Liberal Arts

- Cosmetology
- Culinary Arts
- Library Media
- Ministry

Social Sciences

- Behavioral Analyst Certification
Board Certificate

Other

- Animal Groomer/Trainer
- Athletic Training
- Barber
- Graduate certificate

Field of Study: Individual Course

Among the 20 percent of undergraduate students interested in individual courses, the most common subject area was STEM, followed by business and humanities/liberal arts. These three subjects make up an astounding approximately 85 percent of the undergraduate market:

Field of Study: Individual Course	Percent of Undergraduate Students
STEM	36%
Business	26
Humanities/Liberal Arts	25
Health Professions	16
Social Sciences	13
Education	5

Following are the specific fields of the courses which respondents sought, organized by subjects most frequently cited to those least frequently cited:

STEM

- Information Technology (4)
- Chemistry (3)
- Mathematics (3)
- Engineering (2)
- Algebra
- Anatomy
- Architecture
- Aviation
- Biochemistry
- Biology
- Biotechnology
- Computer Technology
- Computers
- Data Analysis
- Energy
- Fire Technology
- Horticulture
- HTML Software Coding
- Meteorology
- Motorcycle Tech
- Multimedia and Web Design
- Nuclear Engineering
- Organic Chemistry
- Programming
- Radio/Video Production And Broadcasting
- Software Development
- Technical
- Web Design

Business

- Business (7)
- Accounting (4)
- Finance (4)
- Business Management (3)
- Marketing (3)
- Organizational Management
- Public Management
- Human Resources
- Sports Management
- Supply Chain

Humanities/Liberal Arts

- History (6)
- English (2)
- Philosophy (2)
- Academics
- Art
- Basic Studies
- Communications
- Design
- English Composition
- Graphic Design
- Japanese
- Latin
- Media
- Media Relations
- Metal Arts
- Military History
- Photography
- Writing

Health Professions

- Nursing (5)
- Health Care (2)
- ADN to BSN
- Health
- Health Care Administration
- Medical Assisting
- Medical Coding
- Medicine
- Nutrition
- Physiology
- Radiography

Social Sciences

- Psychology (7)
- Crime Scene Investigation
- Criminal Justice
- Criminal Psychology
- Social Studies
- Social Work
- Sociology

Education

- Drug School
- Early Childhood Education
- Education
- Special Education
- Teaching

Scheduling and Format of Courses and Programs

Course Study

Full- or Part-Time Enrollment

About 65 percent of degree-seeking undergraduate students sought part-time study, while about 35 percent sought full-time study.

Preferred Classroom Course Meeting Times

We asked respondents what time of day they would prefer that future classroom courses meet. While about 45 percent of undergraduate students prefer evening classes during the week, about 50 percent prefer weekdays, most often weekday mornings.

Preferred Classroom Course Meeting Times	Percent of Undergraduate Students
Weekday early mornings (finished by 9:00 a.m.)	7%
Weekday morning (9:00 a.m. to 12:00 noon)	32
Weekday afternoon (12:00 noon to 4:30 p.m.)	10
Weekday evenings (4:30 p.m. or later)	44
Weekends	7

Preferred Length of Course

We asked respondents how many weeks they would prefer a future three-credit course last assuming it required the typical 40 instructional hours in total.

Preferred Length of Course	Percent of Undergraduate Students
1 week	1%
2 weeks	1
3 weeks	1
4 weeks	8
5 weeks	6
6 weeks	8
7 weeks	--
8 weeks	20
9 weeks	1
10 weeks	16
11 weeks	1
12 weeks	12
13 weeks	3
14 weeks	2
15 weeks or more	18

Thirty percent prefer to enroll in moderately accelerated courses between nine and 12 weeks, while about 25 percent of undergraduate students prefer courses that were standard semester length (13 or more weeks), and another 28 percent prefer accelerated courses between six to eight weeks. The fact that about 60 percent of undergraduate students prefer to enroll in moderately accelerated or accelerated courses than in traditional semester length courses demonstrates demand for accelerated coursework among this population.

Formats

Preferred Course Format

We asked respondents what types of courses they prefer to enroll in. The data show that 40 percent prefer to enroll in partially online/hybrid courses conducted both in the classroom and online format. However, the remainder of the population is rather equal split in their preference, with proportions of about 30 percent each preferring either fully online or fully classroom courses:

Program Format	Percent of Undergraduate Students
Partially online/hybrid courses (with required instruction both in a classroom and online)	40%
Fully online	31
Fully classroom courses	29

Primary Purpose for Enrolling in Partially Online/Hybrid Courses

We followed up only with those who prefer partially online courses by asking them what their primary purpose was in preferring partially online/hybrid courses. The largest proportion—about 65 percent—preferred the course format because it fits their schedule best:

Primary Purpose for Enrolling in Partially Online Courses	Percent of Undergraduate Students
Best fit for my schedule	63%
Reduces my travel time	27
Allows me to enroll in more courses each term or semester	8
Something else	2

Preferred Frequency of Face-to-Face Class Session

Continuing with those who prefer partially online/hybrid courses, we next asked this pool of respondents how often they would prefer to attend a class on campus were they to take a partially online course. About two thirds said they would prefer attending class on campus once a week:

Preferred Frequency of Face-to-face Class Sessions	Percent of Undergraduate Students
Once per week	66%
Once every other week	15
4-5 times per term	11
2-3 times per term	6
Once each term	2

Attractiveness of Multiple Campuses

Next, we asked only those who prefer partially online/hybrid course (40%) and fully classroom courses (about 30%) how attractive it would be if they were able to take those courses at multiple campuses. The largest proportion—55 percent—found multiple campuses somewhat attractive:

Attractiveness of Multiple Campuses	Percent of Undergraduate Students
Very attractive	31%
Somewhat attractive	55
Not attractive	13

Frequency of Visits to Campus Per Week

We followed up with this pool of respondents by asking them how many separate days or evenings of the week they could devote to attending classes on campus. About 40 percent said they could attend two days/evenings per week, but the remainder proportions were rather equally split:

Frequency of Visits to Campus Per Week	Percent of Undergraduate Students
One day/evening per week	33%
Two days/evenings per week	40
Three or more days/evenings per week	28

The Position and Image of York County Community College

Pursuing Enrollment at Institutions

Applying/Inquiring at Institutions

To better understand the make-up of our sample and how their most recent experiences may affect their answers to our survey questions, we first asked respondents at which institution(s) they had applied or inquired. University of New Hampshire was cited by a large proportion of respondents, followed by Southern New Hampshire University. York County Community College was cited by about seven percent of the respondents, the fifth most cited institution by undergraduate students who had applied or inquired at an institution:

- University of New Hampshire (55)
- Southern New Hampshire University (40)
- University of Southern Maine (27)
- Southern Maine Community College (19)
- **York County Community College (18)**
- Great Bay Community College (14)
- University of New England (14)
- University of Phoenix (14)
- Granite State College (13)
- University of Maine (13)
- Northern Essex Community College (12)
- Hesser College (11)
- Kaplan University (10)
- Seacoast Career Schools (8)
- Northeastern University (6)
- University of Massachusetts-Lowell (6)
- New Hampshire Technical Institute (5)
- Worcester Polytechnic Institute (5)
- Nashua Community College (4)
- Rivier College (4)
- Assumption College (3)
- Boston College (3)
- Franklin Pierce College (3)
- Johnson & Wales University (3)
- Plymouth State University (3)
- Brown University (2)
- Bryant University (2)
- Dartmouth College (2)
- Empire Beauty School (2)
- Endicott College (2)
- Manchester Community College (2)

- Middlesex Community (2)
- Providence College (2)
- Quinnipiac University (2)
- Stonehill College (2)
- University of Tampa (2)
- Western New England College (2)
- Westwood College (2)

The following institutions were cited by one respondent: Alabama State University, Albany College of Medicine, American Public University, Andover, Ashford University, Ashworth College, Bay Community College, Becker College, Bentley University, Boston Architectural College, Boston University, Boston University School of Medicine, Bridgeport University, Capella University, Center for Financial Training, Chamberlain, Code Academy, Columbia Southern University, Concordia University, Cornell University, Culinary Institute of America, Daniel Webster College, DeVry University, Drexel University, East Coast Aero Tech, Eastern Connecticut State University, Eastern Nazarene College, Fisher College, Florida State University, Florida State University, Fresno Pacific University, Full Sail University, George Washington University, Graceland University, Grand Canyon University, Harvard University, High Point University, Husson University, Institute of Integrative Nutrition, Kripalu Yoga Center, Kushi Institute, Liberty University, Loyola University-New Orleans, Lyndon State University, Maryland Institute College of Art, Massachusetts School of Professional Psychology, Massachusetts General Hospital, Merrimac College, Middlesex Community College, Massachusetts Institute of Technology, Mount Ida College, Mount Saint Mary's College, Mount Washington College, New Hampshire Community Technical College-Stratham, Nichols College, North Shore Community College, Northwestern University, Ohio Christian Academy, Old Dominion University, Perdue University, Real estate school, Rensselaer Polytechnic Institute, Roger Williams University, Seton Hall University, Strayer University, Syracuse University, Temple University College of Medicine, Thomas Edison State College, Tufts School of Medicine, University of California-Berkeley, University of Delaware, University of Hong Kong, University of Maine Farmington, University of Maryland, University of Massachusetts-Boston, University of Miami, University of New England College of Osteopathic Medicine, University of San Francisco, University of Vermont, Virginia Commonwealth University, Walden University, Washington University Online, and Worcester State University

Enrollment at Institutions

About 35 percent of respondents had enrolled in college study at the time of the survey. University of New Hampshire again topped the list, along with University of Southern Maine:

- University of New Hampshire (11)
 - University of New Hampshire-Durham, NH (10)
 - University of New Hampshire At Manchester
- University of Southern Maine (11)
 - University of Southern Maine-Portland, ME (7)
 - University of Southern Maine-Gorham, ME (3)
 - University of Southern Maine-Online, ME
- Southern Maine Community College-South Portland, ME (8)
- Southern New Hampshire University-Online (6)
- University of New England (6)
 - University of New England-Biddeford, ME (4)

- University of New England-Online (2)
- Granite State College (4)
 - Granite State College-Online (2)
 - Granite State-Concord, NH
 - Granite State College-Rochester, NH
- Kaplan University (4)
 - Kaplan University-Online (3)
 - Kaplan University-Portland, ME
- Great Bay Community College-Portsmouth, NH (3)
- Empire Beauty School (2)
 - Empire Beauty School-Portsmouth, NH
 - Empire Beauty School-Somersworth, NH
- Harvard University-Cambridge, MA (2)
- Johnson & Wales University-Providence, RI (2)
- Northeast Technical Institute (2)
 - Northeast Technical Institute-Scarborough, ME
 - Northeast Technical Institute-South Portland, ME
- Northern Essex Community College (2)
 - Northern Essex Community College-Haverhill, MA
 - Northern Essex Community College-Lawrence, MA
- University of Massachusetts Lowell-Lowell, MA (2)
- University of Phoenix-Online (2)

The following institutions were cited by one respondent: Andover-Portland, ME, Ashworth College-Online, Becker College-Worcester, MA, University of Bridgeport-CT, University of Phoenix-CT, Bryant University-Smithfield, RI, Capella University-Online, Chamberlain College of Nursing, Columbia Southern University-Online, Devry University-Online, Endicott College-Beverly, MA, Hesser College-Salem, NH, High Point University-High Point, NC, Institute of Integrative Nutrition-Online, Liberty University-Lynchburg, VA, Mount Saint Mary's College-Emmitsburg, MD, Nashua Community College-Nashua, NH, New Hampshire Technical Institute-Concord, NH, Northeast Technical Institute-Scarborough, ME, Northeast Technical Institute-South Portland, ME, Northeastern University-Boston, MA, Plymouth University-Plymouth, NH, Providence College-Providence, RI, Rhode Island School of Design-Providence, RI, Seacoast Career School-Sanford, ME, Syracuse University-Syracuse, NY, Thomas Edison State College-Online, University of Maine-Fort Kent, ME, University of San Francisco-Online, University of Tampa-Tampa, FL, Western New England College-Springfield, MA, Worcester Polytechnic Institute-Worcester, MA, and **York County Community College-Wells, ME.**

Noncredit Study

Given York County Community College's interest in noncredit study, we asked undergraduate students about non-credit study. Thirty percent of respondents have enrolled in a non-credit continuing education course or program in the past three years or have plans to within the next several years. Following are the institutions at which these respondents studied or plan to study, as well as the non-credit subjects/topics they studied:

Topic of Study	Percent of Non-Credit Students
Business	20%
STEM	19
Health Professions	17
Liberal Arts	16
Vocational	13
Education	5
Other	9

Institution	Subject/Topic of Study
Adult Education-Portland, ME	Writing/Publishing
ASTD-Online	eLearning
Biddeford Vocational School-Biddeford, ME	Welding
Boston College-Boston, MA	Science
Center For Disease Control-Online	Health
Code Academy-Online	Software Coding
Coursera-Online	Data Analysis, Marketing, Design Cities
Daniel Webster College-Nashua, NH	Aerospace/Materials
Empire Beauty School-Dover, NH	Barber
Employer site by an outside teacher-Stratham, NH	Special Education, Suicide Prevention, Dealing with Emotionally Handicapped Students
EMS Abounds-Brentwood, NH	AEMT
Exeter Hospital-Exeter, NH	Computer Technology
Great Bay Community College-Portsmouth, NH	Medical Coding
Harvard Graduate School -Cambridge, MA	Architecture
IICRC-Salem, NH	Water Damage Restoration
Kaplan-Online	Medical Coding
Keene State-Manchester, NH	Occupational Health and Safety
LGC Academy-Concord, NH	Accounting For Internal Controls
Local adult education course-Biddeford, ME	Computer Software
MIT-Online	Japanese
Monarch School-Gonic, NH	Social Work: Helping/interning with kids in need
Multiple Locations-Online, Portsmouth NH, Portland, ME	Veterinary Medicine
Nashua Community College-Nashua, NH	Humanities
National Fire Academy and Emergency Management Institute (FEMA)-	Executive Fire Officer and various other courses both credit and non-credit

Emmitsburg, MD	
New Horizons Computer Learning Center-Nashua, NH	Microsoft Office
New York Institute of Technology-Online	Radiography
Noble High School Adult Education-Berwick, ME	Silversmithing
North Shore Community College-Danvers, MA	Computer Software
Northeast Technical Institute-South Portland, ME	Medical Assisting
Northern Essex Community College-Haverhill, MA	Business Management
Northern Essex Community College-Haverhill, MA	History
Northern Essex Community College-Haverhill, MA	Human Resources
Northern Essex Community College-Lawrence Campus, MI	Business Writing
Old Orchard Beach Adult Ed-Old Orchard Beach, ME	Art
My IT Platforms-Online	Information Technology
Plymouth State University-Online/Plymouth, NH	Tech Media
Plymouth State University-Plymouth, NH	Math/Education
Saco Island Community College-Online/Saco, ME	Computer Sciences
Salter College-Tewksbury, MA	License Massage Therapist
Seacoast Career School-Sanford, ME	Medical Assisting
Seacoast Career School-Sanford, ME	Massage Therapy
Southern Maine Community College-South Portland, ME	Communications and New Media
Southern Maine Community College-South Portland, ME	Metal Arts
Southern New Hampshire University-Manchester, NH	Accounting/CPA
Stratford University-Online	Motorcycle Tech
The Institutes-Online/NH	Insurance
University of Arizona or other local college-Online Preferably	Horticulture
University of Alabama-Huntsville, AL	Finance
University of New Hampshire-Durham, NH	Business
University of New Hampshire-Durham, NH	Supervision
University of New Hampshire-Durham, NH	Varied but technical or business-related
University of New Hampshire-Durham and Portsmouth, NH	Human Resources
University of New Hampshire-Portsmouth, NH	Career Coaching
University of Southern Maine-Portland, ME	Anthropology, Public Policy
University of Southern Maine-Portland, ME	Help to get into college, bring GPA up
University of Southern Maine-Portland, ME	Business

University of Southern Maine-Portland, ME	Certificate course
Waterboro Adult Education-Online	Excel
Worcester Polytechnic Institute-Worcester, MA	Physics
Worcester Polytechnic Institute-Worcester, MA	Management
York County Community College	Medical Assistant
Unsure	Academics
Unsure	Animal Grooming/Training
Unsure	Business
Unsure	Continuing Medical Education
Unsure	Education
Unsure	Health
Unsure	History
Unsure	History
Unsure	Human Resources
Unsure	Investments
Unsure	Multiple disciplines, if possible
Unsure	Strength and Conditioning
Unsure	Teaching/Education
Unsure	Web Design
Unsure	Nursing

Preferred Course Format for Noncredit Study

We asked only the respondents who have enrolled in a noncredit continuing education course or program in the past three years or have plans to within several years—30 percent of respondents—what course format they prefer and found that about 40 percent prefer it to be offered partially online, while about 35 percent prefer it to be fully online:

Preferred Noncredit Delivery Method	Percent of Undergraduate Students
Partially online/hybrid	39%
Fully online	33
Fully classroom	21
Do not know at this time	7

Type of Institutions Ever Attended

Half of respondents had studied at two-year institutions at some point in the past, while about 35 percent had studied at four-year institutions only.

Institutions Ever Enrolled	Percent of Undergraduate Students
Four-year institutions only	37%
Both two-year and four-year institutions	30
Community college or other two-year institution only	20
I have not previously attended any college	13

Number of Credits Earned Prior to Most Recent College

We continued with respondents by asking how many credits they had earned prior to inquiring or applying at their most recent institution or consideration of enrolling at an institution. The largest proportion—35 percent—had earned about 60 or more credits:

Credits Accumulated	Percent of Undergraduate Students
1-15 credits	15%
16-30 credits	9
31-45 credits	5
46-59 credits	2
60 or more credits	36
I didn't earn any credit	16
I don't recall	16

Familiarity with York County Community College

We asked respondents about their familiarity with York County Community College, using a 5-point scale of 1 *not familiar at all* to 5 *very familiar*. The largest proportion—about half—were not familiar at all with York County Community College, and the average rating was a very low 1.9:

Familiarity with York County Community College	Percent of Undergraduate Students	Percent of York County Undergraduate Students
1 – Not Familiar at All	51%	10%
2	19	27
3	20	41
4	6	14
5- Very Familiar	4	7
Average Rating	1.9	2.8

Associations with York County Community College

What is the first word that came to respondents' mind when respondents thought of York County Community College? The largest proportions mentioned "Maine" and "small." Following are their responses, organized into responses most frequently cited to those least frequently cited:

- Maine (19)
- Small (18)
- Far away (14)
- Local (13)
- Close by (12)
- Distance/Distant (10)
- Convenient (7)
- Affordable (6)
- Cheap (5)
- Community (5)
- Wells (5)
- Beach (4)
- College (4)
- I don't know this school. (4)
- Associate's degree (3)
- Community college (3)
- Good college (3)
- Education (3)
- Location (3)
- Two-year college (3)
- Vocational (3)
- York (3)
- Community college is not for me. (2)
- Easy (2)
- Travel (2)
- Value (2)
- A first step
- A long commute
- A lot of my high school friends went there.
- Accessible
- An easy commute
- Bad
- Beginnings
- Bland
- Brother
- Certificate
- Cold
- Community college and not a university
- Country
- Decent
- Dependable
- Drive
- Expensive
- Fine
- Flexible
- Friendly
- Good for local people
- Great community college
- Hick
- High school
- Home
- Homework
- Inadequate
- Inexpensive
- Insignificant
- Interesting
- It is in York.
- Limited class choice
- Low
- Low standards
- Near the zoo
- Nice
- Non-transferable
- Obscure
- Ocean
- Opportunity
- PC
- Poor
- Quaint

- Quality
- Reasonable cost or tuition
- Rough
- School
- Southern Maine
- SPAM
- Technical training and entry level college courses
- Undereducated
- Weak education

York County Community College's Ability to Meet Needs of Students

How well do respondents think York County Community College meets the needs of the following student groups? Using a 5-point scale of 1 *not well at all* to 5 *very well*, respondents thought the institution best met the needs of adults in the community who are seeking degrees or certificates and local high school students who want to go to college, each with a 3.9 average rating, followed by adults in the community who seek career-related nonprofessional development, with a 3.8 average rating:

Student Groups	Percent of Undergraduate Students		
	Very Well	Able to Rate	Average Rating
Adults in the community who are seeking degrees or certificates	69%	50%	3.9
Local high schools students who want to go to college	64	48	3.9
Adults in the community who seek career-related noncredit professional development	60	45	3.8
Public/non-profit organizations in need of employee training	45	35	3.4
Private sector businesses in need of employee training	47	36	3.3
Residents seeking cultural activities	30	36	3.1

Perception of York County Community College

Next, we asked respondents to rate their level of agreement with the following statements about York County Community College. Those who did not know a characteristic were asked not to rate it. The largest proportion of respondents strongly agreed with the statement that York County Community College's costs are reasonable. Note, however, that the majority of respondents were unable to rate all but one of the statements, indicating a considerable lack of familiarity with the institution:

Statements of Agreement	Percent of Undergraduate Students				
	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Able to Rate
YCCC's costs are reasonable	50%	44%	5%	1%	57%
YCCC offers flexible and convenient course schedules and formats	30	61	9	1	46
York County Community College offers a high quality education	23	62	13	2	45
YCCC programs prepare students for career advancement and/or change	22	66	9	3	45
The College provides seamless transfer of credits to four-year institutions	22	63	11	3	35

Past Contact with York County Community College

Information Sources about York County Community College

We began this topic by asking respondents to identify their primary sources of information about York County Community College. The largest proportion—about 35 percent—learned about the institution from a family member or friend, while 25 percent received mail at home:

Information Sources about York County Community College	Percent of Undergraduate Students
A family member or friend	36%
Mail I received at home	25
I inquired directly to York County Community College	16
High school guidance counselors	13
Outside advertising	11
Email I received	10
Online advertising (on websites, social media, etc)	10
A coworker or employer	9
Newspaper or magazine ads or articles	8
Television or radio advertising	7
Adult education	5
York County Community College Website	4
State career centers	2
Something else	3
Did not have any information about York County Community College	6

Inquiring at York County Community College

Only 20 percent of respondents inquired about study at York County Community College during their most recent search.

Initial Inquiry Method

We followed up with the 20 percent who had inquired about study at York County Community College by asking them who they made their initial inquiry. The largest proportion—30 percent—submitted an information request form on the institution’s website:

Initial Inquiry Method	Percent of Undergraduate Students
Submitted an information request form on the College's website	30%
Visit to the college	16
Admissions visit	12
Sent an email to a specific person or department at the College	12
Phoned the College	8
Talked to an someone at a college or career fair, or other event	6
Attended an open house or information session/tour	4
Submitted an inquiry on a college search website (such as eLearners.com or ClassesUSA.com)	--
I did not inquire at all, just submitted an application	12

Length of Time Until Follow-up

Next, we asked only those who inquired at York County Community College in the past few years how soon after making their inquiry they heard back from someone or received information from York County Community College. About 40 percent heard back within one week, while another approximately 30 percent heard back within one business day:

Length of Time Until Follow-up	Percent of Undergraduate Students
Within an hour	7%
Within one business day	31
Within one week	38
More than one week	7
I didn't hear back from them	12
Do not remember	5

Frequency of Contact

How frequently were these respondents contacted by York County Community College after inquiring or applying? The largest proportion—27 percent—wasn't contacted at all. But proportions of 22 percent each were contacted either once a week or once a month:

Frequency of Contact	Percent of Undergraduate Students
More than once a week	3%
Once a week	22
Once every other week	8
Once a month	22
Once every other month	8
One time	5
I wasn't contacted at all	27
Do not remember	5

Satisfaction with Contact From York County Community College

We continued with this pool of respondents by asking them to rate their satisfaction with their contact with York County Community College, using a 5-point scale of 1 *not satisfied at all* to 5 *very satisfied*. The result was an average rating of 3.4, revealing solid satisfaction with contact from the institution:

Satisfaction with Contact: York County Community College	Percent of Undergraduate Students
1 = Not Satisfied at All	10%
2	12
3	29
4	26
5 = Very Satisfied	24
Average Rating	3.4

Improving Contact From York County Community College

We followed up with only those who gave a 1 or 2 rating to describe their satisfaction with contact from York County Community College by asking them what the institution could have done better. Their verbatim responses follow:

- *Shown more interest in me*
- *Contacted me to let me know what materials I needed to further enroll in the school*
- *They could have contacted me after I applied.*
- *Contacted me sooner with questions I asked*
- *Gave more information about the degree*
- *All of the links I was sent didn't work.*

- *Not calling frequently after telling them I'm all set right now*
- *Should have communicated with my emails as I was I interested in nursing program three years ago. Not anymore*
- *I'm not sure.*

Enrollment at York County Community College

We asked the 20 percent of all respondents who had inquired at York County Community College if they had in fact enrolled at York County Community College. About 40 percent had indeed – only about eight percent of all respondents.

Reason for Not Enrolling at York County Community College

We then followed up with those inquirers who did NOT enroll at York County Community College (including those who had considered it but not enrolled) by asking them why they did not enroll there. The largest proportion—about 20 percent—said they decided to attend a four-year college:

Reason for Not Enrolling at York County Community College	Percent of Undergraduate Students
I decided to attend a four-year college	21%
Didn't offer the program I wanted	13
Schedule of courses didn't fit my needs	14
Cost was not affordable	11
Not convenient location to my home or work	11
Application process was cumbersome or inconvenient	8
Decided not to attend college at that time	5
Its reputation	--
Other*	16

***Other:**

- *Accepted another school*
- *Decided on something else*
- *Decided to go to Great Bay*
- *I couldn't decide what program to enroll in.*
- *I will be moving out of state.*
- *Life changing events*

Improving York County Community College's Enrollment Process

We then asked those who chose not to enroll at York County Community College if there was anything that anyone at York County Community College could have done better or differently to encourage them to enroll there. About 15 percent said there was indeed. Following are their verbatim suggestions:

- *Answer my questions sooner*
- *Better communication*

- *Contact me*
- *Contacted me about program I want*
- *Lower tuition*

Attracting More Students at York County Community College

What could York County Community College do better to attract more students like the respondents? A variety of suggestions were given, but increasing academic offerings and advertising were the topics cited most often:

Expand Academic Offerings (10)

- *Get a nursing program*
- *Have more social science programs*
- *Have online classes*
- *More programs*
- *More tech classes*
- *More variety of course programs available*
- *Bachelor degrees*
- *Offer courses that I am interested in*
- *Greater course selection*
- *Offer more recertification classes for teachers*

Advertise (9)

- *Advertise (5)*
- *Direct mail advertising to local homes*
- *Have more information on their web site regarding their programs and classes*
- *Keep up with the radio ads*
- *More mailings*

Lower Cost (7)

- *Lower tuition (4)*
- *Good prices*
- *More payment options*
- *The college was very attractive; I just couldn't afford to go back to school at all.*

Flexible Scheduling (5)

- *Evening classes*
- *Have Saturday-only class options*
- *More course offerings, improved class schedule*
- *More flexible hours and course offerings each term*
- *More summer classes*

Improve Communication (4)

- *Better communication*
- *Respond to their questions sooner*
- *Better guidance*
- *Make older students feel welcome and part of the college*

More Online Study (3)

- *More online classes. I live approximately 90 minutes away, work nights full time, and have family. I don't have time or desire for on campus classes. Less on campus requirements for adult, returning to school students. I don't need to take a class on how to live on campus or away from parents. I do not have the need to learn how to have safe sex, avoid drugs and alcohol. Those types of classes or lectures should not be required for students in my situation.*
- *More online courses (3)*
- *Offer a wider variety of hybrid courses, allowing learning on my own time*

Other (3)

- *Make the application process a tiny bit easier*
- *Not cancel courses*
- *Offer better/more attractive transfer credit policies with four-year colleges*

Nothing (5)

- *Nothing (4)*
- *You're doing things right as it is*

Opinions of and Familiarity with Nominated Institutions

Next, we asked respondents to rate their attraction to eight institutions as places to study. Respondents who did not know an institution well were asked not to rate it.

The data show that University of New Hampshire-Durham was very attractive as a place to study for the largest proportion and also had the greatest visibility, with about 80 percent. York County Community College was very attractive to the second least proportion—about 20 percent—and had the fifth greatest visibility—60 percent:

Institutions	Percent of Undergraduate Students			
	Very Attractive	Somewhat Attractive	Not Attractive	Able to Rate
University of New Hampshire-Durham	44%	42%	14%	81%
University of Southern Maine	36	45	18	79
Southern New Hampshire University	35	49	16	73
University of New England	27	49	24	62
Southern Maine Community College	25	45	30	56
Great Bay Community College	24	37	40	56
York County Community College	21	46	34	60
Granite State University	17	46	37	46

Institutions	Percent of Maine Undergraduate Students			
	Very Attractive	Somewhat Attractive	Not Attractive	Able to Rate
University of Southern Maine	52%	41%	6%	84%
Southern Maine Community College	39	48	13	79
University of New Hampshire – Durham	37	36	27	68
York County Community College	34	54	12	85
University of New England	32	49	19	80
Great Bay Community College	19	38	44	49
Southern New Hampshire University	17	52	31	55
Granite State University	5	34	61	42

Institutions	Percent of New Hampshire Undergraduate Students			
	Very Attractive	Somewhat Attractive	Not Attractive	Able to Rate
University of New Hampshire – Durham	47%	44%	8%	89%
Southern New Hampshire University	43	48	9	84
Great Bay Community College	26	36	37	60
Granite State University	24	52	24	49
University of New England	21	50	29	50
University of Southern Maine	19	49	31	51
Southern Maine Community College	8	41	52	42
York County Community College	4	35	60	45

Marketing and Promotion of York County Community College

College Search Processes and Priorities

We began this portion of our interview by asking respondents a number of questions related to their most recent search for an undergraduate program: the institutional factors and characteristics that were important, the college services they used, and how various features of study at York County Community College would have affected their decision to consider it.

Important Factors in Enrollment Decision

In order to better understand the decision-making processes of undergraduate students and how such decisions should influence York County Community College's outreach and marketing strategies, we asked respondents how important certain factors were (or would be) to them in their decision to enroll at a specific college. Cost of tuition and fees, followed by course schedules and the amount of debt they will have to take on to pay tuition costs, were very important to the largest proportions:

Importance of Enrollment Factors	Percent of Undergraduate Students		
	Very Important	Somewhat Important	Not Important
Cost of tuition and fees	82%	16%	3%
Course schedules	75	22	4
Amount of debt I will have to take on to pay tuition costs	75	20	5
Location of college	62	33	5
Transferability of earned credits	61	28	11
Reputation of the college or program	52	45	3
Length of time to complete my studies	47	50	3

Importance of College Characteristics in Enrollment Decision

We then asked respondents whether the following college characteristics would increase, decrease, or make no difference in their likelihood of considering a college as a place to study. The college characteristics that would increase the largest proportions of respondents' likelihood of enrolling at an institution was that students are able to take any mix of courses (day, evening, online, partially online, etc.), that credits earned can be transferred to another college, and that the college has high rates of job placement after graduation:

College Characteristics	Percent of Undergraduate Students		
	Increase Likelihood	No Difference	Decrease Likelihood
Students are able to take any mix of courses (day, evening, online, partially online, etc.)	82%	17%	--
Credits earned can be transferred to another college	81	19	--
The college has high rates of job placement after graduation	73	27	--
Career/vocational training is offered	54	45	1%
Most faculty teach full-time and hold an advanced degree	41	57	2
Most faculty teach part time while working in their field	32	62	6
Close family members or friends attended the institution	20	78	3

Rating of York County Community College Value Propositions

York County Community College Features in Enrollment Decision

Next, we asked all respondents to tell us whether various value propositions of study at York County Community College would increase, decrease, or make no difference in their interest in enrolling there. Respondents indicated that the most attractive proposition is that York County Community College has the lowest tuition and fees of any accredited college in the region, followed closely by the features that it offers flexible course schedules that fit work and family and that a typical York County Community College course costs \$325:

York County Community College Features	Percent of Undergraduate Students		
	Increase Interest	Make No Difference	Decrease Interest
York County Community College has the lowest tuition and fees of any accredited college in the region	68%	32%	--
York County Community College offers flexible course schedules that fit work and family	66	34	--
A typical York County Community College course costs \$325	66	32	2%
York County Community College has over 30 degree and certificate programs	54	45	--
York County Community College's average class size is 15 students per class	49	51	--
York County Community College has a campus-wide commitment to help students achieve their academic and professional goals	48	51	--
York County Community College emphasizes new educational strategies and emerging technologies	46	54	--
York County Community College provides programs which advance cultural, economic, and workforce development	40	59	1

College Services

Use of Student Services

We asked respondents how often they used or would use or access the following student services at a college. Online library and research services was used frequently by the largest proportion. Note, the largest proportions of respondents never used (or never would use) seven of the 13 services:

Student Services	Percent of Undergraduate Students		
	Frequently	Sometimes	Never
Online library and research services	46%	42%	12%
On-campus library	24	52	24
Computer labs	22	46	32
Financial aid advising	20	51	28
Career planning and placement services	14	47	38
Food services	11	33	56
Clubs and activities	11	30	59
24/7 technical help	8	54	38
Sports/recreation facilities	8	31	61
Academic tutoring	7	42	51
Transfer services	6	40	54
Health/mental health services	3	26	71
Child care center	3	10	86

Media to Advertise to Undergraduate Students

Advertising Methods

What is the best way for York County Community College to increase its visibility among undergraduate students? In order to find out, we asked respondents how effective each of the following advertising methods was in raising their awareness of colleges and universities. Those who didn't come into contact with a method were asked not to rate it. Listings on Internet-based college search sites and listings on Internet search engines such as Google, Yahoo, or Bing are most likely to raise York County Community College's profile in the regional higher education market:

Advertising Methods	Percent of Undergraduate Students			
	Very Effective	Somewhat Effective	Not Effective	Able to Rate
Listings on Internet-based college search sites	33%	38%	29%	89%
Listings on Internet search engines (Google, Yahoo, Bing, etc.)	32	38	30	88
Television ads	17	40	43	87
Direct mail to your home	16	44	39	88
Emails	14	41	45	86
Ads on websites (banners, etc.)	10	34	56	84
Radio ads	8	38	54	86
Newspaper ads	7	31	62	81
Ads embedded in mobile applications	4	22	74	72
Billboards	3	22	75	74
Bus/train ads	2	24	75	69

Information Gathering Methods: Online

We continued this topic by asking respondents what their primary online methods were for gathering detailed information about a program that interested them. Direct visits to the websites of those colleges was the primary online method for the largest proportion by far—about 80 percent:

Information Gathering Methods: Online	Percent of Undergraduate Students
Direct visits to the websites of the colleges you were interested in	82%
Internet search engines (Google, Yahoo, Bing, etc.)	52
College search sites like eLearners.com, ClassesUSA.com, eLearnPortal.com	10
Social media sites (Facebook, LinkedIn, Google +, etc)	9
Online chat or virtual open house with institutions of interest	6
Some other online method	2
I did not use any online methods	8

Information Gathering Methods: Offline

Likewise, we asked respondents what their primary offline methods were for gathering detailed information about a program that interested them. Printed college guides and other materials was the primary online method for the largest proportion—about 45 percent. However, a substantial proportion of approximately 30 percent each gathered information at an open house or other face-to-face events, through conversations with friends, family, or coworkers, or phone calls to the institutions:

Information Gathering Methods: Offline	Percent of Undergraduate Students
Printed college guides and other materials	47%
Open house or other face-to-face event at colleges of interest	32
Conversations with friends, family or coworkers	31
Phone calls to the institutions	28
Some other offline method	1
I did not use any offline methods	22

Social Networks

Profiles on Social Media

Moving along, we next asked respondents if they had a profile on any social media sites. The large majority had profiles on Facebook:

Social Media	Percent of Undergraduate Students
Facebook	80%
LinkedIn	44
Twitter	34
Google+	33
YouTube	26
Other	2
None	13

Use of Social Media As Information Source

About 15 percent of respondents used social media channels to gather information about the institutions that interested them.

Social Media As Information Source

We followed up with the approximately 15 percent who did use social media to gather information about institutions that interested them by asking them which social media site they used. Facebook was used by the large majority—and at least four times as often as any other social media:

Social Media Used as Information Source	Percent of Undergraduate Students
Facebook	86%
Twitter	19
Google+	19
LinkedIn	17
YouTube	17
Pinterest	3
Yahoo	3

Locations

Maximum Minutes Willing to Travel to Attend a Class

While, about 45 percent of undergraduate students are willing to travel a maximum of 16-30 minutes to attend class, about half of all undergraduate students are willing to travel from 31-60 minutes to engage in college-level study. This indicates that the College can, indeed, draw from populations in nearby New Hampshire.

Maximum Minutes Willing to Travel to Attend a Class	Percent of Undergraduate Students
Less than 15 minutes	6%
16-30 minutes	39
31-45 minutes	34
46-60 minutes	14
More than 60 minutes	2
Not willing to travel; interested only in fully online courses	5

Willingness to Travel to Locations for Study

Among the given locations in Southern Maine, the largest proportion of respondents—about half—would be willing to travel to a campus in Kittery to attend a course they needed or wanted:

Locations	Percent of Undergraduate Students
Kittery	50%
Wells	36
Berwick	31
Sanford	31
Saco	24
None of these	22

Cost of Courses

Cost of Most Recent Course

Next, we asked respondents to tell us the maximum tuition they would consider paying for a three-credit course. The largest proportion—about 30 percent—would spend \$300-\$499:

Maximum Course Cost	Percent of Undergraduate Students
Less than \$300	23%
\$300-\$499	31
\$500-\$799	18
\$800-\$1,099	16
\$1,100-\$1,499	5
\$1,500-\$2,000	5
More than \$2,000	2

Actual or Anticipated Methods of Payment

Forty percent use or plan to use personal funds as their primary source to pay for their courses, followed by 23 percent who use or plan to use student loans. When asked about secondary sources of funding, respondents were most likely to cite personal fund (34%) followed by student loans and Pell grants and other federal/state/local financial aid.

Primary Course Payment Method	Percent of Undergraduate Students
Personal funds	40%
Student loans	23
Pell Grants and other federal/state/local grants and scholarships	19
Tuition reimbursement from my employer	12
Military/Veterans benefits	3
Personal loans	2
Private scholarships	1
Work study at my college	--

Secondary Course Payment Methods	Percent of Undergraduate Students
Personal funds	34%
Student loans	27
Pell Grants and other federal/state/local grants and scholarships	21
Private scholarships	16
Tuition reimbursement from my employer	15
Work study at my college	13
Personal loans	10
Military/Veterans benefits	2
I did not use any other methods	21

Use of Payment Plan

Fifty-five percent of undergraduate students who use (or would use) personal funds to pay for their education use (or would use) a payment plan to do so.

Amount of Personal Debt Willing to Incur

Last, we asked respondents how much total personal debt they would feel comfortable incurring to earn a certificate or degree. The largest proportion—20 percent—is not willing to incur any debt. However, among those who are, 17 percent is willing to incur \$5,000-\$10,000:

Amount of Personal Debt Willing to Incur	Percent of Undergraduate Students
None	20%
Up to \$3,000	14
\$3,000-\$5,000	15
\$5,000 - \$10,000	17
\$10,000 - \$15,000	11
\$15,000 - \$20,000	6
\$20,000 - \$25,000	5
More than \$25,000	12

Undergraduate Students Requesting Contact

The following undergraduate students would like staff from York County Community College to contact them regarding future enrollment:

Last Name	First Name	Email Address
Iannazzo	Christine	christineiannazzo@yahoo.com
Martell	Jennifer	qxjennyferxq@gmail.com
Prescott	Nick	nprescott1116@gmail.com
Worthing	Chelsea	chelseawaslyke@gmail.com

Demographic Profile of Undergraduate Students

In general, undergraduate students residing in the study area most often are:

Caucasian females about 35 years of age. They typically have a total family income of about \$60,000, are employed full time, and do not have children living with them who are within three years of attending college. Thirty-five percent of the undergraduate students had already earned a bachelor's degree or more.. They were most often motivated to enroll in college in order to change careers (26%), to qualify for a promotion or obtain a new position in their field (19%), to achieve personal satisfaction (17%), or because they had just finished high school (15%). Undergraduate students' primary course payment method was personal funds (40%), followed by student loans (23%), and Pell Grants and other federal/state/local government grants or scholarships (19%). Similarly, their secondary primary course payment method was personal funds (34%), followed by student loans (27%), Pell Grants and other federal/state/local government grants or scholarships (21%), private scholarships (16%), and tuition reimbursement from their employer (15%).

In the tables below we present the detailed findings of each question related to the demographic profile of undergraduate students residing in the study area:

Primary Motivation	Percent of Undergraduate Students
I wanted a career in a new field and needed more education	26%
I was seeking a promotion or new position in my field and needed more education	19
The personal satisfaction of completing my undergraduate education	17
I had just finished high school	15
I was unemployed/underemployed and needed more education in order to get a new job	10
I was returning to the job market for the first time in several years and needed more education	4
I had to complete a college application to satisfy my high school graduation requirements	--
Other personal reasons not related to career	9

Gender	Percent of Undergraduate Students
Female	66%
Male	34

Race/Ethnicity	Percent of Undergraduate Students
Caucasian	93%
Asian	2
Nonresident alien	1
Hispanic/Latino	1
American Indian/Alaska Native	1
Black or African American	--
Native Hawaiian or other Pacific Islander	--
Two or more races	1

Age	Percent of Undergraduate Students
18-24	25%
25-29	12
30-34	11
35-39	10
40-44	10
45-49	6
50-54	12
55-59	6
60-64	4
65 or older	3

Children Present in Household Within Three Years of Attending College	Percent of Undergraduate Students
No	78%
Yes	22

County of Residence	Percent of Undergraduate Students
Rockingham County, New Hampshire	49%
York County, Maine	39
Strafford County, New Hampshire	12

Employment Status	Percent of Undergraduate Students
Employed full time	56%
Employed part time	20
Not employed, but seeking employment	10
Not employed and not seeking employment	9
Retired	4

Total Family Income	Percent of Undergraduate Students
Under \$25,000	13%
\$25,000 - \$49,999	24
\$50,000 - \$74,999	20
\$75,000 - \$99,999	18
\$100,000 - \$124,999	13
\$125,000 - \$149,999	4
More than \$150,000	8

Highest Level of Education	Percent of Undergraduate Students
Some high school but no diploma or GED	1%
High school diploma or GED	21
Some college but no degree	32
Associate's degree	12
Bachelor's degree	20
Some graduate courses but no master's degree	7
Master's degree	6
PhD or professional doctorate	2

Study 2: Employers/Organizations

We surveyed officials responsible for employer education and training at 20 organizations that were located in the service area of York County Community College. The interviews were conducted via telephone with officials of companies who were the Head of Human Resources, his or her designee, or the person responsible for education and training. The primary objectives of this study are to investigate the following topics:

- Employer profile
- Familiarity with York County Community College
- Employee education
- Relationships with outside education/training providers
- Tuition assistance programs
- Future contact with York County Community College

Employer Details

Primary Focus of Business

Almost half of the employers we interviewed are in the manufacturing industry. The remaining proportion is in an array of other industries:

Industry	Number of Employers
Manufacturing	8
Hospitality and Food Services	3
Health Care and Social Assistance	2
Professional, Scientific, and Technical Services	2
Education/Education Services	1
Finance and Insurance	1
Real Estate	1
Transportation and Warehousing	1
Criminal Justice and Correction	1

Number of Employees

The following list displays the number of individuals officials employ at their location, indicating a wide range of numbers of employees among employers. The median number of employees employed by the companies we interviewed was about 73:

- | | | |
|---------|----------|-----------|
| • 6 | • 55 | • 120 (2) |
| • 7 (2) | • 60 (3) | • 160 (2) |
| • 10 | • 85 | • 350 |
| • 23 | • 90 | • 420 |
| • 35 | • 101 | • 1,200 |

Familiarity with York County Community College

General Familiarity with York County Community College

To determine how familiar employers are with York County Community College and its services and programs, we began by asking officials how familiar they are with York County Community College in general. The majority of the employers we interviewed are at least somewhat familiar with the institution:

Familiarity with York County Community College	Number of Employers
Very familiar	8
Somewhat familiar	8
Not at all familiar	4

Familiarity with York County Community College Workforce Development Programs

Rather equal proportions are either not at all familiar or somewhat familiar with York County Community College's workforce development programs:

Familiarity with York County Community College Workforce Development Programs	Number of Employers
Very familiar	3
Somewhat familiar	6
Not at all familiar	7

Statements of Agreement About York County Community College

We continued by reading several statements about York County Community College and asking to what extent employers agreed with each statement, using a 4-point scale of 1 *strongly disagree* to 4 *strongly agree*. Those who had no opinion about a statement were asked not to rate it. The largest proportion of employers—half—strongly agreed that York County Community College has a good overall reputation in the area, while another substantial proportion strongly agreed that its programs are designed for working adults.

Note that the majority of statements could be rated by at least about 60 percent of employers, indicating a good level of familiarity with the College. However, the large majority did not know whether York County Community College instills ethics and leadership in its students:

Statements of Agreement	Number of Employers				
	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Don't Know
York County Community College has a good overall reputation in the area	10	6	1	--	3
Its programs are designed for working adults	8	7	--	--	5
York County Community College's main campus in Wells, Maine is convenient for my employees	7	9	--	--	4
Employers respect a credential earned at York County Community College	7	8	1	--	4
York County Community College students represent the community the college serves	7	3	--	--	10
Its costs are affordable	6	5	--	--	9
York County Community College successfully reaches out to regional employers and understands their needs	6	4	1	1	7
It prepares students to advance or change careers.	5	7	--	--	8
It offers a high quality education	4	7	1	--	8
York County Community College instills ethics and leadership in its students	3	2	--	--	15

Employee Education

Percentage of Recent Hires With College Degree Prior to Hiring

Half of the employers said up to 25 percent of their workforce had earned a college degree prior to being hired at their organization:

Percentage of Recent Hires With College Degree Prior to Hiring	Number of Employers
0% – 25%	10
26% – 50%	6
51% – 75%	1
76% – 99%	3
100%	--

Percentage of Recent Hires With College Certificate Prior to Hiring

Slightly greater than half of the employers said up to 25 percent of their workforce had earned a college certificate prior to being hired at their organization:

Percentage of Recent Hires With College Certificate Prior to Hiring	Number of Employers
0% – 25%	11
26% – 50%	6
51% – 75%	1
76% – 99%	1
100%	--

Minimum Education Credential for Skilled Employees

The large majority of employers require skilled employees to have earned at least a high school diploma or GED:

Minimum Education Credential: Skilled Employees	Number of Employers
High school diploma or GED	16
Bachelor's degree	3
None required	1

Minimum Education Credential for New Employees

The majority of employers require new employees to have earned at least a high school diploma or GED:

Minimum Education Credential: New Hires	Number of Employers
High school diploma or GED	13
College-level certificate	1
Associate's degree	1
Bachelor's degree	3
None required	1

Importance that New Employees Have Specific Degree and/or Professional Certification Prior to Hiring

For 11 of the 20 employers, it is important for new entry-level employees to have earned a specific degree, certificate, or license when they are hired.

Credential Important for New Employees to Possess

Following are the credential(s) that are important for new entry-level employees to possess prior to being hired:

Credential	Number of Employers
License	7
Degree	6
Certificate	6
Other	2

Degree New Employees Must Possess

Following are the degrees newly hired employees must possess:

- Bachelor's degree (2)
- Associate's degree
- Engineering
- MD
- Networking
- Nursing
- Veterinary Doctor

Certificate New Employees Must Possess

Following are the certificates newly hired employees must possess:

- CNA - Dietary Aid
- Certified Registered Nursing Assistant
- Corrections
- Criminal Justice
- Drafting Welders
- Fork Lift Certificate
- Technicians

License New Employees Must Possess

Following are the licenses newly hired employees must possess:

- Driver's license
- Electrician
- Food Safety
- Journeyman
- Insurance Broker
- Licensed nurse
- Patrol
- Realtors/Brokers

Expectation of Skills Learned on the Job or Mastered Before Being Hired

Next we asked employers if employees are expected to have mastered the following skills before they are hired, if they can learn them on the job, or both. The large majority of employers expect employees to have mastered skills in math and computational competency, effective communication skills, and basic computer literacy before they are hired. In fact the largest proportion of employers require employees to have mastered all the given skills before they are hired except specialized (industry-specific) skills and competencies, which the largest proportion expect employees both to have upon hire and learn on the job:

Skill	Number of Employers			
	Have Upon Hire	Learn on the Job	Both	Not Relevant
Math and computational competency	17	2	1	--
Effective communication skills	17	2	1	--
Basic computer literacy	17	1	1	1
Problem-solving ability/critical thinking skills	16	2	2	--
Time management skills	15	1	3	1
Intermediate computer literacy	13	1	1	5
Managerial/supervisory skills	12	1	5	1
Advanced computer systems	12	1	1	6
Customer service skills	11	1	6	2
Specialized (industry-specific) skills and competencies	7	2	11	--
Sales skills	6	2	7	4
Ability to work in teams	2	--	16	--
Languages other than English	2	--	--	18

Percent of Skilled Employees With College Degree

For almost half of employers, up to one quarter of their skilled employees have earned a college degree:

Percentage of Skilled Employees Earned College Degree	Number of Employers
0% – 25%	9
26% – 50%	5
51% – 75%	1
76% – 99%	4
100%	1

Percent of Skilled Employees With College Certificate

For half of employers, up to one quarter of their skilled employees have earned a college certificate:

Percentage of Skilled Employees Earned College Certificate	Number of Employers
0% – 25%	10
26% – 50%	5
51% – 75%	2
76% – 99%	1
100%	1

Importance of Ongoing Education

How important is it for employees at their organization to participate in ongoing education (credit or noncredit courses, degrees, certifications, etc.) during their employment? We asked all employers this question and found that for greater than half, it is very important:

Importance of Ongoing Education	Number of Employers
Very Important	11
Somewhat Important	7
Not Important	2

Reason for Unimportance of Ongoing Education

We followed up with the two employers for which ongoing education was not important by asking them why it isn't important. Following are their verbatim responses:

- *Most employees do not need continuing education to maintain status.*
- *Mostly non-skilled labor*

Receptivity to Enrollment in Types of Study

We continued by asking employers to rate their organization's overall receptivity to employees enrolling in each of the following types of study on their own. The majority was very receptive to all types of study. However, the largest proportions—15 employers—were very receptive to employees enrolling in degree study, a certificate or other credential earning academic credit, short-term “competency-based” seminars/workshops not earning academic credit, or short-term “competency-based” seminars/workshops that do earn academic credit:

Receptive to Types of Study	Number of Employers		
	Very Receptive	Somewhat Receptive	Not Receptive
Degree study	15	4	--
Certificate or other credential earning academic credit	15	2	1
Short-term "competency-based" seminars/workshops not earning academic credit	15	2	--
Short-term "competency-based" courses earning academic credit	15	1	2
Individual courses earning academic credit	14	2	2
Online courses earning academic credit	14	2	2
Certificates/certifications not awarding academic credit	14	2	--
Individual courses that do not award academic credit	12	3	2

Types of Employees That Benefit From Study Type

The largest proportion of employers said employees in professional management would benefit from degree study, while employees in technical, customer facing, and administration/clerical positions would benefit from short-term “competency-based” seminars/workshops not earning academic credit:

Benefit from Types of Study	Number of Employers			
	Admin/Clerical Employee	Customer Facing Employee	Technical Employee	Professional/Management Employee
Degree study	11	5	5	15
Certificate other credential earning academic credit	10	5	8	8
Individual courses earning academic credit	9	5	5	11
Short-term "competency-based" courses earning academic credit	11	7	6	9
Certificates/certifications not awarding academic credit	6	6	10	3
Individual courses that do not award academic credit	8	6	5	3
Online courses earning academic credit	9	7	7	10
Short-term "competency-based" seminars/workshops not earning academic credit	12	9	13	6

Online Learning Opportunities Deemed Valuable

We continued by asking respondents to what extent they value the following types of online learning opportunities for their employees. The largest proportions highly valued all of the given types of learning opportunities:

Online Learning Opportunities	Number of Employers		
	Highly Valued	Somewhat Valued	Not Valued at All
Online degree programs	10	8	2
Online credit-bearing certificate programs	10	9	1
Online professional certificates/certifications not awarding academic credit	10	8	2
Online training seminars, workshops, etc. not awarding academic credit	11	7	2

Impact of Ongoing Professional Development

The majority of employers feel ongoing professional development has a highly positive impact:

Impact of Ongoing Professional Development	Number of Employers
Highly positive impact	15
Moderately positive impact	5
No impact	--
Negative impact	--

Impact of Ongoing Education and Training on Promotion or Career Advancement

For 12 of the 20 employers, ongoing education and training have a direct impact on promotion or career advancement.

Reason Ongoing Education and Training Impacts Promotion or Career Advancement

We followed up with the 12 employers who said ongoing education and training have a direct impact on their promotion or career advancement by asking them to elaborate. Their verbatim responses follow:

- *Better training leads to more competent police force.*
- *Each job description has compensation based upon training.*
- *Higher pay rate for more education*
- *More job training, the better they are...the better the promotion*
- *Moving up to management and obtaining higher positions through promotions*
- *Only way they are considered for advancement*
- *The more you know, the more you move up the ladder.*

- *The people who continue their education position themselves for promotion.*
- *We try to promote from within; the more skills they have, the more of a chance for promotion.*
- *The more education you have, the better skills and tools you have, and the better you perform in the workplace.*
- *People well versed in education know specific answers to specific questions. Real estate needs an educated workforce.*

Relationships with Outside Education/Training Providers

Future Partnerships with Outside Education/Training Providers

Twelve employers will partner with or might partner with an institution or a training/development organization in the next year or so for courses or programs specifically designed for employees who work at their location:

Future Partnerships with Outside Education/Training Providers	Number of Employers	
	College/University	Training/Development Organization
Yes	6	3
Maybe	6	--
No	6	14

Subjects of Future Study Employers Would Like Offered

We followed up only with employers who will or might partner with an institution or a training/development organization in the next year or so by asking them what subject they would be most interested in having that provider offer, whether they would want such courses or programs to award academic credit, and where they would prefer the education/training offered (e.g.: at their site, at another site such as a hotel or conference center, partially online, or fully online):

Subject	Academic Credit	Preferred Delivery Method		
		Employer's Site	Another Site	Online
Account Management	No	Employer's site		Partially online
Basic Computing	No	Employer's site		Partially online
Cheese Making	No			Partially online
Computer Skills	Doesn't matter		Another site	Partially online
Conflict Management	Doesn't matter		Another site	Partially online
Conflict resolution	No	Employer's site		
Core Certificate - Pasteurization	No			Partially online
Customer Service	No		Another site	Partially online
Finance and	Yes		Another site	Partially online

Insurance				
Interpersonal Skills	Doesn't matter	Employer's site		
Leadership	Doesn't matter		Another site	Partially online
Leadership	No		Another site	
Leadership	No	Employer's site		
MA	Doesn't matter	Employer's site		Partially online
Management	No	Employer's site		
Multi-tasking	No	Employer's site		
Problem solving	No		Another site	Partially online
Production Training	No			
Public Speaking	No		Another site	Partially online
Quality Inspection	No	Employer's site		
Real Estate Related	Doesn't matter	Employer's site	Another site	Partially online
Sales	No	Employer's site		Partially online
Sales	No		Another site	Partially online
Supervisory Skills	Doesn't matter	Employer's site		
Team Building	No	Employer's site		Partially online
Time Management	No	Employer's site		

Types of Study Employers Desire From Outside Education/Training Providers

Next, we asked employers if their organization would contract with an institution or training company to offer certain types of study to their employees and/or encourage employees to use tuition reimbursement on their own. The largest proportions of employers would not contract or encourage employees to use tuition reimbursement for any of the different study types. However, among those who would, the largest proportion would contract with an outside provider for short-term “competency-based” seminars/workshops not earning academic credit and would encourage employees to use tuition reimbursement for online courses earning academic credit:

Types of Study Employers Desire	Number of Employers		
	Contract	Tuition Reimbursement	Neither
Short-term "competency-based" seminars/workshops not earning academic credit	7	6	7
Certificates/certifications not awarding academic credit	6	6	8
Individual courses not awarding academic credit	6	6	8
Certificate/certifications earning academic credit	5	7	8
Online courses earning academic credit	2	9	9
Degree study	1	8	11
Individual courses earning academic credit	1	8	11
Short-term "competency-based" courses earning academic credit	1	8	11

Institutions or Training/Development Organizations Most Likely to Use

We followed up with this pool of employers by asking what colleges, universities, or training/development organizations they would be most likely to use. Following are their responses organized in order of those most often to least often cited. York County Community College was cited most often by far:

- York County Community College (8)
- Southern Maine Community College (3)
- University of Southern Maine (3)
- Colleges offering Real Estate
- Dale Carnegie
- Insurance Trade Organization
- Police Academy
- Priority Learning
- Real Estate Trainers
- University of New England
- University of Wisconsin

Institutions or Training/Development Organizations in Which Employees Most Often Enroll for Their Own Education/Training

Likewise, we asked employers which institutions or training/development organizations their employees most often enroll in on their own for the education or training they may need. York County Community College again topped the list, followed by Southern Maine Community College:

- York County Community College (7)
- Southern Maine Community College (5)
- University of Southern Maine (2)
- Colleges offering Real Estate
- Great Bay Community College
- Insurance Trade Organization
- Police Academy
- Real Estate Trainers
- University of New England
- Don't know (2)

Number of Employees Who Attended York County Community College in Past Year

The majority of employers did not know how many of their employees attended York County Community College in the past year. However, two employers said five of their employees attended the Community College in the past year:

- 5 employees (2)
- 1 employee
- 2 employees
- 3 employees
- Don't know (11)

Number of Employees Hired in Past Year Who Attended York County Community College

The majority of employers did not know how many employees they hired in the past year who had attended York County Community College:

- 1 employee
- 12 employees
- 35 employees
- Don't know (11)

Number of Employees Hired in Past Year Who Graduated From York County Community College

The majority of employers did not know how many employees they hired in the past year that graduated from York County Community College:

- 1 employee (3)
- 6 employees
- Don't know (11)

York County Community College's Ability to Meet Employers' Needs

Next, we asked employers to rate how well York County Community College meets the needs of their organization, using a 5-point scale of 1 *not well at all* to 5 *very well*. Data show employers think the Community College is able to meet local organizations' needs well:

York County Community College Meets Needs of Organization	Number of Employers
1 – Not Well at All	3
2	--
3	4
4	2
5 – Very Well	2

Reason for Rating York County Community College's Ability to Meet Employers' Needs

We followed up with all respondents by asking them why they responded thusly when asked if York County Community College meets the needs of their organization. Their verbatim reasons follow:

- *Needs real estate courses*
- *York could offer required courses such as training for managers.*
- *We have partnered with YCCC for supervisor class five years ago.*
- *We have used them for the grant initiative and I am aware of the manufacturing program.*
- *I think they meet the gap for a high school student who doesn't know what they want, so they can get core classes.*
- *We have a working relationship with Southern Maine Community College. I don't think York has made any effort to contact us for many years.*
- *Workforce development programs do not work. The person I want to hire is coming right out of school. I reached out to all schools and all mention open houses. All schools have been accommodating, except for York County Community College. So I have stopped involving them. I am not going to beat my head against the wall.*
- *I do not see anything at YCCC that draws the attention of my employees.*

Assessment of York County Community College's Ability to Meet Needs of Student Groups

Finally on this topic, we asked respondents to rate how well they think York County Community College meets the needs of several student groups, using a 5-point scale of 1 *not well at all* to 5 *very well*. Those who had no opinion were asked not to give a rating. The largest proportion of employers thought York County Community College met very well the needs of adults in the community who seek further degrees and certificates. Note that the largest proportion of employers could not rate four of the seven student groups, indicating a lack of familiarity with the institution:

Student Groups	Number of Employers					
	1 – Not Well at All	2	3	4	5-Very Well	Don't Know
Adults in the community who seek further degrees and certificates	--	--	--	3	9	8
Non traditional students: adults interested in college for the first time	--	--	--	3	7	8
Local high schools students who want to go to college	--	--	3	--	7	10
Private sector businesses in need of employee training	1	--	2	5	4	8
Residents seeking cultural activities	--	1	2	--	3	14
Adults in the community who seek career-related noncredit professional development	--	2	--	4	2	12
Public/non-profit organizations in need of employee training	--	1	1	1	1	16

Tuition Assistance Programs

Availability of Tuition Reimbursement

The largest proportion of respondents—slightly greater than half—support the education and training needs of professional-level employees by offering a tuition reimbursement benefit:

Support of Education and Training Needs	Number of Employers
We have a tuition assistance benefit (either prepay or reimbursement)	11
We have an internal training department	8
We have relationships with specific colleges and universities that educate our employees	8
We contract with training organizations/colleges for onsite training	6
We offer flexible scheduling	6
We have an onsite resource center, laboratory, or other dedicated place to study	5
We do not get involved in employee education and training	1
Something else	2

Levels of Study Eligible for Tuition Reimbursement

Half of employers that offer tuition reimbursement do so for undergraduate-level study, but a substantial proportion offers it for graduate-level study:

Levels of Study Eligible for Tuition Reimbursement	Number of Employers
Undergraduate	10
Graduate	8
Noncredit	6

Type of Undergraduate Study Eligible for Tuition Reimbursement

Comparable proportions of about half offer tuition reimbursement for undergraduate degrees, certificates, and courses:

Type of Undergraduate Study Eligible for Tuition Reimbursement	Number of Employers
Degrees	9
Certificates	10
Courses	9

Type of Graduate Study Eligible for Tuition Reimbursement

Comparable proportions of approximately eight employers offer tuition reimbursement for graduate degrees, certificates, and courses:

Type of Graduate Study Eligible for Tuition Reimbursement	Number of Employers
Degrees	8
Certificates	8
Courses	7

Type of Noncredit Study Eligible for Tuition Reimbursement

Proportions of six employers offer tuition reimbursement for noncredit certificates and courses:

Type of Noncredit Study Eligible for Tuition Reimbursement	Number of Employers
Certificates	6
Courses	6

Maximum Annual Benefit for Tuition Reimbursement

The following information shows the maximum annual benefit for tuition reimbursement each employer offers for undergraduate, graduate, and noncredit study—reflecting quite a wide variety. Note: The IRS has stipulated that annual tuition reimbursement of up to \$5,250 does not need to be taxed by employers. This has provided a rationale for a \$5,250 cap for many employers, which has nothing to do with the tuition rates in the company's region:

Following are the maximum tuition reimbursement awarded for **undergraduate** study among employers:

- \$1,000
- \$1,000/year - grant funded
- \$3,500
- 100 percent
- Case by case (4)
- University of Maine system rate (2)

Following are the maximum tuition reimbursement awarded for **graduate** study among employers:

- \$1,000
- \$1,000/year - grant funded
- \$3,500
- 100 percent
- Case by case (2)
- University of Maine system rate (2)

Tuition reimbursement for **noncredit** study among employers that offer it is awarded on a case-by-case basis:

- Case by case basis (6)

Online Study Eligible for Tuition Reimbursement

All of the employers that offer tuition reimbursement for undergraduate, graduate, and/or noncredit study reimburse for online study.

Receptivity to Study Types for Tuition Reimbursement

Next we asked how receptive their organization is to employees enrolling in certain types of study using tuition reimbursement. Rather comparable proportions of seven to nine employers were very receptive to all of the given study types, except individual courses not awarding academic credit:

Type of Study Using Tuition Reimbursement	Number of Employers		
	Very Receptive	Somewhat Receptive	Not Receptive
Degree study	8	1	2
Certificate other credential earning academic credit	8	1	2
Individual courses earning academic credit	7	2	2
Short-term "competency-based" courses earning academic credit	9	1	2
Certificates/certifications not awarding academic credit	7	2	1
Individual courses not awarding academic credit	5	3	2
Online courses earning academic credit	7	2	2
Short-term "competency-based" seminars/workshops not earning academic credit	8	1	1

Types of Employees That Benefit From Study Type Using Tuition Reimbursement

Type of Study Using Tuition Reimbursement	Number of Employers			
	Admin/ Clerical Employee	Customer Facing Employee	Technical Employee	Professional/ Management Employee
Certificate other credential earning academic credit	7	4	5	6
Short-term "competency-based" courses earning academic credit	7	4	3	7
Individual courses not awarding academic credit	7	5	4	3
Degree study	6	3	4	8
Online courses earning academic credit	6	5	5	7
Short-term "competency-based" seminars/workshops not earning academic credit	6	5	7	3
Individual courses earning academic credit	5	3	3	8
Certificates/certifications not awarding academic credit	5	4	5	3

Restrictions on Use of Tuition Reimbursement

For 11 employers, courses must be job-related in order to qualify for tuition reimbursement, while for nine employers, the employee must achieve above a certain grade on a course:

Restrictions/Qualifications for Tuition Reimbursement	Number of Employers
Courses must be job-related	11
Employee must achieve above a certain grade on course	9
Employee is eligible only after a specified length of employment	3
Employee must continue to work for the organization for a specified time after receiving the benefit, otherwise must return funds	2

Future Contact

Interest in Contact from York County Community College Staff

Three of the 20 employers we surveyed would like someone from York County Community College to contact them to discuss how it can better serve them and their employees:

Doreen Ramsdell, Wasco Products, dramsdell@wascoproducts.com

- General interest in learning more about York County Community College and arrangements to facilitate the use of tuition reimbursement among employees

Lucas Patry, Kate's Homemade Butter, 207-590-7624

- General interest in learning more about York County Community College

Wes Cook, Caldwell Banker, wescook@maine.rr.com

- General interest in learning more about York County Community College

Employer Comments

We concluded our survey by asking all employers if there is anything else they would like York County Community College to know with regard to the educational needs of their organization or employees. Their verbatim comments follow:

- *Always looking for volunteers; internships available*
- *I am a proud graduate of York County Community College.*
- *Perhaps YCCC could offer a real estate license or related courses*
- *We need management training courses and PowerPoint presentation courses.*
- *York is a good solid school; needs more of a robust hospitality program*
- *Does York County Community College have a culinary department? Could someone call me with the answer? (Lucas Patry, Kate's Homemade Butter, 207-590-7624)*
- *Insurance; agent side are an aging grey haired population. We have a real need to get new employees; awareness of insurance agency as a career*
- *I knew YCCC was there because they emailed me. We started a conversation about intertwining employees and the college.*

Study 3: Guidance Counselors

We interviewed guidance counselors at 20 local high schools in Maine and New Hampshire that were selected by York County Community College. The primary objectives of this study are to investigate the following topics:

- Familiarity with York County Community College
- Opinions and perceptions of York County Community College
- Obtaining information about York County Community College
- Comparisons with other area institutions
- Suggestions for York County Community College

General Familiarity with York County Community College

We asked guidance counselors to rate their familiarity with York County Community College, using a 5-point scale of 1 *not familiar* to 5 *very familiar*. The majority of the counselors we interviewed were quite familiar with the institution, giving a 3.9 average rating:

Familiarity with York County Community College	Number of Guidance Counselors
1 - Not Familiar	1
2	1
3	3
4	9
5 - Very Familiar	6
Average Rating	3.9

Impressions of York County Community College

We continued by asking guidance counselors what word comes to mind first when they think of York County Community College. Accessibility was cited by the most respondents, followed by affordability:

- Accessible (5)
- Affordability (4)
- Local (2)
- Community College
- Convenient
- Culinary non-residential local
- Dual enrollment
- Friendly
- Good
- Good local school
- Great opportunity
- Nearby
- Small

Ability to Meet the Needs of Local High School Students

How well do guidance counselors think York County Community College meets the needs of local high school students who want to go to college? Using a 5-point scale of 1 *not well at all* to 5 *very well*, respondents gave an average 4.3 rating, revealing they deem the institution meets the needs of this student group quite well:

York County Community College Meets Needs of Local High School Students	Number of Guidance Counselors
1 - Not Well at All	--
2	--
3	2
4	8
5 - Very Well	8
Average Rating	4.3
Not able to Rate	2

Importance of Features When Recommending York County Community College

Next, we asked guidance counselors to rate several features of York County Community College according to how important it is in deciding whether to recommend it to their students, using a 5-point scale of 1 *not important* to 5 *very important*. Resulting data show that all of the features were rated very important to the majority. However, rated very important by all respondents was that York County Community College costs \$3,660 in-state and \$5,940 out-of-state for full-time study, has small classes with an average class size of 15, and offers transfer advisory services to its students:

York County Community College Value Propositions	Number of Guidance Counselors					Average Rating
	1 – Not Important	2	3	4	5 – Very Important	
Full-time study at York County Community College costs \$3,660 in-state and \$5,940 out-of-state per year	--	--	--	--	20	5.0
York County Community College offers its students small classes with an average class size of 15	--	--	--	--	20	5.0
York County Community College offers transfer advisory services to its students	--	--	--	--	20	5.0
Students are able to take any mix of course (day, evening, online, partially online, etc.)	--	--	--	1	19	5.0

Students can work full time or part time while studying at York County Community College	--	--	--	1	19	5.0
York County Community College offers career advisory services	--	--	--	1	19	5.0
York County Community College offers over 30 degree and certificate programs	--	--	--	1	19	5.0
Specific career/professional training is offered	--	--	--	3	17	4.9
Transfer pathways to baccalaureate programs and institutions are offered	--	--	--	2	18	4.9
York County Community College is a two-year college	--	--	--	3	17	4.9
York County Community College offers the lowest tuition in the region	--	--	--	3	17	4.9
York County Community College has a campus-wide commitment to help support students in achieving their academic and professional goals	--	--	--	4	16	4.8
No courses are taught by teaching assistants	--	--	--	6	14	4.7
York County Community College emphasizes new educational strategies and emerging technologies	--	--	--	7	13	4.7
York County Community College faculty are focused on teaching and learning	--	--	--	6	14	4.7
York County Community College provides programs which advance cultural, economic, and workforce development	--	--	--	8	12	4.6
Many faculty teach part time while working in their field	--	--	2	6	12	4.5

Reasons for Suggesting York County Community College

Similarly, we asked guidance counselors to tell us the reason(s) they would suggest York County Community College to a student. All of the guidance counselors said they would suggest the institution because the institution provides a pathway to baccalaureate programs and its cost is low, and all but one said they would suggest it because of its location:

Reasons for Suggesting York County Community College	Number of Guidance Counselors
It provides a pathway to baccalaureate programs	20
Its cost	20
Its location	19
Its capacity to serve students of all ability levels	15
The career focus of many of its programs	14
The environment YCCC offers	9
Other	3

Frequency of Discussing York County Community College With Students

Comparable proportions said they discuss York County Community College with students as a place to study either about the same as other institutions or more often than other institutions:

Frequency of Discussing York County Community College With Students	Number of Guidance Counselors
More often than other institutions	7
About the same than other institutions	8
Less often than other institutions	5
Rarely discuss YCCC	--

Perceptions of York County Community College

Guidance counselors were next asked to rate their level of agreement with several statements about York County Community College. Those who did not know a statement well enough were asked not to rate it. The largest proportion strongly agreed that the institution is a good first step for students beginning their college education. Note that the majority was able to rate each statement, revealing a solid level of familiarity with the institution:

Perceptions of York County Community College	Number of Guidance Counselors				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Able to Rate
It is a good first step for students beginning their college education	16	4	--	--	20
It offers flexible and convenient course schedules and formats	11	4	--	--	15
York County Community College tuition is the lowest in the region	11	3	--	--	14
York County Community College's campus is a safe place to be	11	3	--	--	14
York County Community College's campus is conveniently located	10	10	--	--	20
York County Community College has strong ties to local high schools	6	11	--	--	17
York County Community College has a good academic reputation	5	13	1	--	19
Baccalaureate colleges in the region will accept most, if not all, credits earned at York County Community College, thereby well positioning graduates to be accepted by area baccalaureate colleges	4	12	--	--	16
York County Community College programs prepare graduates for careers in Maine	4	9	--	--	13

Visited York County Community College Campus

Thirteen guidance counselors—about two thirds of the sample—have visited York County Community College.

Attractiveness and Safety of York County Community College Campus

We continued by asking only the 13 guidance counselors who had visited York County Community College by asking them to rate the attractiveness and safety of its campus, using a 5-point scale of 1 *very low* to 5 *very high*. Those who did not know were asked not to rate it.

York County Community College Campus Features	Number of Guidance Counselors		
	Very High	Average Rating	Able to Rate
Attractiveness	13	3.4	13
Safety	8	4.9	8

Sources of Information About York County Community College

Next, we asked all guidance counselors to name their current sources of information about York County Community College. The largest proportion visited the institution's website:

Sources of Information About York County Community College	Number of Guidance Counselors
YCCC's website	18
What former students come back and tell you about YCCC	15
Emails to you from YCCC	14
Internet search engines: Google, Yahoo, Bing...	14
Joint programs between YCCC and your high school	13
Direct phone contact from YCCC staff	12
Meetings at YCCC for you and colleagues from other high schools	12
Visits from YCCC representatives	12
YCCC's course catalog	12
Other materials published by YCCC	12
What family and friends tell you about YCCC	11
Visits from current students at YCCC	10
Visits to YCCC personally	10
Other personal contact with YCCC personnel	10
Direct mail to your home	8
Visits from graduates of YCCC	8
YCCC's viewbooks	8
Visits from YCCC faculty members	7
Community event held at YCCC	6
Open houses	6
Sitting in on a class	1

Advertising for York County Community College

We also asked guidance counselors where they have seen advertisements for York County Community College. The largest proportions—16 respondents—received email and/or direct mail from the institution at their high school:

York County Community College Advertising	Number of Guidance Counselors
Direct mail to your school	16
Emails to you from YCCC	16
Direct phone contact with YCCC staff	14
Listings on college search sites	13
Joint programs between YCCC and your high school.	12
Television ads	9
Ads on websites (banners, etc.)	8
Direct mail to your home	8
Radio ads	7
Newspaper ads	5
Ads on social (Twitter, Facebook, LinkedIn)	2

Attractiveness of Area Institutions

University of New Hampshire-Durham was rated very attractive to the largest proportion of guidance counselors as a place for their students to enroll in undergraduate study, and was also the institution with the greatest visibility. Note that York County Community College was rated very attractive by about 40 percent of guidance counselors and had near perfect visibility, with all but one able to rate it:

Institutions	Number of Guidance Counselors			
	Very Attractive	Somewhat Attractive	Not Attractive	Able to Rate
University of New Hampshire-Durham	17	2	1	20
Southern Maine Community College	13	6	--	19
University of Southern Maine	10	8	1	19
York County Community College	8	10	1	19
University of New England	7	11	1	19
Southern New Hampshire University	6	8	3	17
Great Bay Community College	4	12	--	16
Granite State College	--	5	9	14

Importance of York County Community College Roles

Using a 5-point scale of 1 *not important at all* to 5 *very important*, we asked guidance counselors to tell us how important it is that York County Community College carries out certain roles. All of the roles were deemed very important by almost all of the respondents:

Importance of York County Community College Roles	Number of Guidance Counselors					
	1 – Not Important at All	2	3	4	5 – Very Important	Average Rating
Prepare students for employment after they graduate or finish their studies	--	--	--	--	20	5.0
Prepare students to transfer to baccalaureate colleges	--	--	--	--	20	5.0
Provide opportunities to working professionals for continuing education and lifelong learning	--	--	--	--	20	5.0
Provide workforce development opportunities for people not seeking a degree	--	--	--	1	18	4.9

Effectiveness of York County Community College High School Recruitment

Next, guidance counselors rated the effectiveness of recruitment procedures at York County Community College, using a 5-point scale of 1 *not effective* to 5 *very effective*. Resulting data show they deem York County Community College's recruitment procedures quite effective, with an average rating of 3.8.

Effectiveness of York County Community College High School Recruitment	Number of Guidance Counselors
1 – Not Effective	1
2	1
3	4
4	6
5 – Very Effective	6
Average Rating	3.8
YCCC does not recruit at my high school	2

York County Community College Recruitment at Guidance Counselors' High School

Only two of the guidance counselors surveyed said York County Community College does not recruit at their high school, but both of them would like the institution to do so. Following is their contact information:

- Shanyn Grenier
Portsmouth High School
603-436-7100
sgrenier@portsmouth.k12.nh.us
- Roy Reynolds
Seacoast Christian School
207-384-5759
seacoastchristian@comcast.net

Suggestions for York County Community College

We concluded the survey by asking guidance counselors if they have any suggestions for what York County Community College could do better or differently to connect with their students. Following are their verbatim responses:

- *Come to us and do a college fair. Email me some information.* —Seacoast Christian School
- *We would like more face-to-face contact.*
- *Make overtures to come in when we ask. Make on site intentional visit to our school on a regular basis. Come when we call them.*
- *Our students are first generation college bound. They need one-on-one help with financial aid counselors and the understanding when they get there and what it really means.*
- *Offer more classes on Saturdays and non-school days. We have a block schedule that changes and does not permit a student to take a scheduled set of classes at York County Community College.*
- *Pay for a trip, busing our students to the college campus for visits. We have financial issues, no money for trips.*
- *The best thing they do is on-site admissions. We have dual enrollment but we would like classes at our high school. Travel is difficult for some students in sports.*
- *Do more about community college programs separate from your dual enrollments. Most of our students think of York County Community College as a dual enrollment school, not a post-secondary school.*
- *Students need more exposure to York County Community College. Get out more information about dual enrollment and that the institution is a springboard from a two-year school to a four-year school.*
- *I would love to get more information so it would be more valuable.*
- *Students say the York County Community College campus is "kind of dumpy" and not a "real college campus."*
- *York County Community College's campus seems so small and needs to expand. One building is not a "real" college as described by our students. York County Community College needs more extracurricular activities.*
- *We are in partnership with York County Community College. They offer a course here. It is in competition with Southern Maine Community College, which is closer.*
- *York County Community College does a good job!*
- *Keep up the good work.*