Pulse of the Community
Focus Groups
August 2003
Table of Contents

**Background** ........................................................................................................................................ 3

**Objectives** ...................................................................................................................................... 4

**Methodology** .................................................................................................................................. 5

**Key Findings** .................................................................................................................................. 6

**Recommendations** .......................................................................................................................... 10

**Detailed Findings** .......................................................................................................................... 12

- **Keys to Success - Characteristics of a Successful Community College** ................................. 12
  - Teachers/Other School Staff........................................................................................................ 12
  - Transfer Rates............................................................................................................................. 13
  - Variety of Course Offerings ....................................................................................................... 13
  - Tuition Costs.............................................................................................................................. 14
  - Marketing Efforts...................................................................................................................... 14
  - Community Presence............................................................................................................... 14

- **Information Outlets – Learning About Local Community Colleges** ................................. 16

- **The Competitive Landscape - Awareness Of Local Community Colleges** .................. 18

- **Overall Perceptions of Gavilan College** ............................................................................... 19
  - Spanish-language Association With The Name “Gavilan” .................................................... 20
  - Evaluating Gavilan College Campus Locations .................................................................... 20
  - Assessing The Teachers And Staff Of Gavilan College ....................................................... 21
  - Perceptions Of Gavilan College Facilities............................................................................. 22
  - Experience with Gavilan ......................................................................................................... 22
  - Reasons For Not Attending Gavilan College ......................................................................... 22

Gavilan College Pulse of the Community Focus Groups
EXECUTIVE SUMMARY

Gavilan Course Offerings ................................................................. 24
  Top “Must Offer” Core Course Offerings ........................................ 24
    Overall .......................................................................................... 24
    San Benito County ......................................................................... 24
    Gilroy ............................................................................................. 24
    Morgan Hill .................................................................................... 24
  Top “Ideal” Core Course Offerings ................................................... 26
    Overall .......................................................................................... 26
    San Benito County ......................................................................... 26
    Gilroy ............................................................................................. 26
    Morgan Hill .................................................................................... 26
  Top Community course offerings of Interest .................................. 29
    Overall .......................................................................................... 29
    San Benito County ......................................................................... 29
    Gilroy ............................................................................................. 29
    Morgan Hill .................................................................................... 29

Gavilan College – Direction for the Future ........................................ 32
  Potential Markets............................................................................ 33
  The Digital Divide – Computer Usage And The Internet .............. 36
    Beginner ....................................................................................... 36
    Intermediate ............................................................................... 36
    Experienced ................................................................................ 36
    Personal Internet Usage .............................................................. 37
    Business-related Internet Usage .................................................. 38

Focus Group Discussion Guide ....................................................... 39

Focus Group Recruitment Screener ............................................... 48
Background

Research Background:

With the main campus located on 150 acres three miles south of the city of Gilroy, the Official Garlic Capital of the world, Gavilan College is in its eighty-fourth year of operation as a community college. The college was established in 1919 as San Benito County Junior College and operated as such until 1963. It is set against the hills that form the western boundary of the Santa Clara Valley in a beautiful surrounding that has been developed to emphasize a pleasant, tranquil setting.

There are approximately 4,500 full-time equivalent students enrolled at Gavilan College studying to obtain their associates degrees in a wide variety of subjects including; anthropology, astronomy, English, computer science, political science, English as a second language, communications, child development, math, psychology, history, art, Spanish, guidance, and sociology, as well as many others. Course offerings included academic courses, vocational courses, personal interest classes and community education classes.

With the continued support of residents of the Gilroy Unified, Morgan Hill Unified, and San Benito Joint Union High School Districts, a bond issue was passed to build a new campus. Construction was started in 1966 and continues to follow a master plan for campus expansion. A new Library/ Media/ Television addition was constructed in 1995 and features a new instructional television studio and computer graphics lab, with state-of-the-art equipment. Also included in the addition was the Teaching Resource Center and added study areas in the expanded Library. In the Spring of 1997, the college opened a new site in San Benito County in the Briggs Building.

The mission of the college is to provide an environment that nurtures creativity and intellectual curiosity. Gavilan College desires to serve the community by providing a high quality learning experience and preparing students for higher education, technical and public service careers, lifelong learning, and participation in a diverse global society.

The guiding force behind Gavilan College is a commitment to excellence. Through leadership, planning, and a pervasive spirit of optimism, the school aspires to be an exemplary student-centered community college. The services and programs are designed to instill the values of critical thinking, lifelong learning, cultural understanding, and community service.

The Gavilan District captures the full spectrum of California history, economics and demography from agricultural fields to farmland conversions to high-tech clean rooms. A large number of District residents are recent immigrants and speak primarily Spanish.

In an effort to best serve the population of San Benito County, Gilroy and Morgan Hill/ San Martin, Gavilan College recognizes the importance of keeping in touch with community needs and interests.
Objectives

Research Objectives:

As part of the effort to keep a pulse on the surrounding community, Gavilan College desires the implementation of research within three of its surrounding communities, San Benito County, the City of Gilroy and Morgan Hill/San Martin. The college has received a Title V grant intended to “bridge the digital divide” for District residents, especially Hispanic residents, who do not have access to, or expertise with, computers and other technologies that enhance opportunities. The objective of this research is to gauge the community’s needs and interests in regards to technology training, school curriculum, programs, and services.

In order to address the overall research goal, the research results will be analyzed in terms of the following specific objectives:

1) To determine the awareness and perceptions of Gavilan College and the school’s curriculum, programs, and services. (What is Gavilan’s identity? What sets Gavilan College apart from other local Community Colleges?)

2) To ascertain the needs that are not currently being met by the College’s services and programs.

3) To prioritize current and potential future services of Gavilan College and obtain feedback on current and future school direction and long-range strategy options.

4) To ascertain what courses, programs, or skills are desired by local residents. (Key drivers of attendance/retention)

5) To determine computer access and usage among residential participants in the target area. (Digital Divide aspect of Title V - Hispanics versus Non-Hispanics)

This report will highlight the key findings from these areas of investigation.
Methodology

Six focus groups were conducted with residents from within the Gavilan College District, three with Spanish-dominant residents and three with English-dominant residents. Each focus group lasted 2 hours and consisted of approximately 8-10 participants.

Focus group participants were recruited by Q & A Research using random lists of respondents from within the County of San Benito, the City of Gilroy and the community of Morgan Hill/ San Martin. In an effort to augment the Spanish-speaking recruit, recruiters also went to Hispanic stores and markets within these three communities to distribute fliers. Two focus groups were conducted within each of these communities, one with Spanish-dominant participants and one with English-dominant participants.

For all groups, qualified participants were defined as residents from the aforementioned communities (the majority for one year or more) who met the following screening criteria:

- Primary language spoken in the home was either English or Spanish
- Participants were to have a basic familiarity with Gavilan College
- Predominately 18-65 years of age
- The majority of the group participants were to have completed some college or more
- Participants who worked in, or had family members working in, related industries were eliminated from the research
- Participants were predominately employed, and
- It was the goal to recruit a mix of participants based on income as well as gender.

Garnor Morantes and Kerry Satterfield of Q & A Research moderated the English-speaking groups and Diana Layseca, of Q & A’s Hispanic Perspectives division, moderated the Spanish-speaking groups. This report presents the findings from all groups. Any key differences between the three locations as well as English versus Spanish speakers have been noted as appropriate.

Readers Note: Qualitative research can establish the range and nature of opinion, but not the weight of opinion (e.g., how many people believe something). These group attendees may not be typical of all residents within the Gavilan College District. Because this is an in-depth study with a small number of people, results may or may not extrapolate beyond the people interviewed.
Key Findings

Information Sources/General Perceptions/Awareness of Local Colleges

There appears to be an information gap between the Spanish-dominant community and the English-dominant population with regard to an understanding of community colleges. While the English-speaking participants in this research are quite comfortable discussing course offerings, community programs, and other aspects of a community college, Spanish-speaking attendees are not nearly as informed. This lack of awareness and understanding may be attributed in part to the fact that community colleges are not commonplace in most Latin American countries. Therefore, the mechanics of community colleges are largely foreign to this audience and are in need of greater explanation.

Teachers and other staff are perceived as key to the success of community colleges. For most of the Spanish-speaking attendees, perceptions of community colleges are largely based on an assessment of a school’s teachers and other staff members. A willingness to help those students who are limited in their English-language skills goes a long way towards in demonstrating what type of attitude a school has towards the Hispanic community.

In addition to a strong teaching staff, an assessment of the transfer rate to 4-year universities, the variety of classes a school offers, tuition costs, the visibility of a school through its marketing communications, and its overall presence in the community are also key factors that contribute towards the success of a community college.

Among the various sources of information available regarding community colleges, those that appear to be most viable include bulk mailings and a strong high school presence. As mentioned by many focus group participants, course “catalogs” or schedules are commonly perused to see if a school has any new offerings that might be of interest. Information available through high school centers and counselors also proved important in these focus groups, particularly for the Spanish-speaking attendees.

Quite often because of a lack of information in Spanish or an uncertainty as to where to turn, the Spanish-speaking attendees turn to those that have helped them in the past, or to those that are expected to be familiar with community colleges.

The availability of basic information addressing such topics as course availability and tuition costs would serve to both inform the Spanish-speaking residents and remove barriers that might otherwise impede their attendance at a community college.

Most local community colleges surrounding the Gavilan College District have good reputations according to participants in this research. For the English-speaking participants, a school is usually known for a specific focus in their curriculum or programs, while for the Spanish-speaking attendees, a college gains higher marks for the attention it affords the non English-dominant population.
Awareness/Perception of Gavilan College

Gavilan’s campus locations are appreciated for their rustic, visually appealing environments, particularly in Gilroy. However, the school’s facilities in Hollister and Gilroy were noted for being outdated and were thought to be too rural to appeal to younger students. The school facilities in Morgan Hill, on the other hand, were seen as modern and centrally located yet limited in size. The school was also noted for its cosmetology program, a vocational curriculum that many participants had heard of through word of mouth.

Gavilan appears to have a more prominent role in the smaller communities of Morgan Hill and San Benito County than it does in Gilroy. Even so, first-hand experience with the school among the majority of group participants was limited, whether on an educational level or through other programs such as drama or athletics. While name recognition is high there appears to be a disconnect in terms of Gavilan’s presence in the community.

Overall, the participants in the research would like to see Gavilan College grow. Current perceptions of Gavilan appear to be that the school is stagnant, having remained at a similar size for many years. Specifically, participants would like to see growth at Gavilan manifested by a larger variety of classes. More classes does not simply mean more of the same. Rather, focus group participants mentioned wanting to see Gavilan think outside of the box, both in the different class subjects it offers, e.g. computer classes, vocational classes, ESL classes, as well as in the various venues and class schedules it provides, e.g. online courses, evening courses, etc.

While growth for the school is expected and reflects positively on the college, residents would like to see this growth occur based on a controlled and well-devised plan. The current state of the economy and past misuses of bond funds have contributed to a risk averse sentiment, therefore, participants are seeking additional safeguards with regard to the way their tax dollars are allocated.

Current Gavilan Program/Course Offerings

Involvement and interest in the educational offerings of Gavilan College differ significantly according to the Spanish-dominant and English-dominant communities. Among the Spanish-speaking attendees, there appeared to be genuine interest in learning about the school and what benefits it could offer this market. Conversely, the same sentiment appeared to be lacking in the English-speaking groups, where there was more limited interest in making their opinions known.

Overall few of the participants have attended or plan to attend Gavilan in the near future.
Reasons for not attending Gavilan College typically centered on course offerings. For a majority of the English-speaking attendees, there are not enough courses of interest, or courses at the right time to warrant attending the school. In addition to the language barrier and a lack of information concerning community colleges in general, many Spanish-speaking participants associate community colleges with providing a lower level of education than 4-year universities.

English and Math constitute the top selections among participant’s choices for core courses that a community college must offer. The main reasons for selecting these and other courses as classes that a community college must offer included, providing a strong general education, providing transferable credits, and helping to establish the elementary basics for any career path.

For Spanish-speaking attendees it is also critical that a community college offer ESL classes. As basic as courses such as English and Math, ESL allows for the communications necessary for Spanish-speaking students to succeed in school.

Rounding out the top choices of “must offers” for the English-speaking attendees were Computer and Information Science classes. As was commonly mentioned throughout these groups, the mere proximity of Silicon Valley warrants an education that is partly founded on computers and technology.

There is limited knowledge of the community courses available at Gavilan College among these focus group participants. While continuing education and skill development were deemed to be important by the attendees, it was rare that any of the older group participants had actually taken a community course at a local college. Again, when asked to select current Gavilan community course offerings in terms of interest, a clear leader was computer classes.

**Access to/usage of the computer and the Internet**

The digital divide between those who are comfortable with English and those who are not was very apparent among the focus group participants. In an assessment of the current skill level of the attendees and in their articulation of the various levels of computer expertise, it was quite obvious that there were two distinct levels. While basic computer skills and familiarity with more common programs, e.g. email, MS Word, Excel, etc. was commonplace among the English-speaking participants, these skills were mostly lacking with the Spanish-speaking attendees.

In keeping with this finding, a wish list of computer courses at Gavilan ranges from basic courses on how to use a computer, to more advanced courses that teach troubleshooting, web design and other higher-level skills.
Among the English-speaking audience in particular, there is a separation in how computer and Internet skills are perceived. That is, while most participants feel comfortable with their knowledge of the Internet, and with navigating to their favorite web sites, the same level of comfort with the computer as a technical instrument does not exist. Many of these participants wish they were more familiar with the computer and were better versed in how to fix it, upgrade it, and control it.

Among the Spanish-speaking audience there are not as many home or work users as there are among their English-speaking counterparts. Computer penetration does not appear to be as high within the Hispanic market at this time although it is growing rapidly. It is therefore more likely that for the Spanish-speaking participants to be accessing a computer through computer classes, the library or other places. An exception is noted among the participants in Morgan Hill. Several of the Spanish-speaking participants in this group mentioned being part-time workers with access to the computer at both home and work.
Recommendations

Many conclusions and recommendations can be drawn from this research. The highlights are presented below.

**Inform people of what Gavilan has to offer.**
The lack of awareness regarding the course offerings from Gavilan coupled with an overall lack of awareness on the part of Spanish-speaking focus group attendees speak to this need. A stronger presence in high schools and perhaps a clearer explanation of what is and is not required to participate in Gavilan's courses would do well to increase awareness. A greater knowledge regarding the course offering and programs/services will increase community awareness.

**Become more involved in the community.**
Gavilan's current involvement in the community must be reevaluated so as to ensure that the school is kept front and center in the minds of people in the area. As evident by the limited personal experience of the focus group participants, Gavilan does not appear to be an active member of the community. While name recognition is high, there appears to be a vacuum that Gavilan can fill through better community outreach.

**Expand course offerings, both in class subjects and class types.**
As evident by these focus group participants, many people are looking for a school that will offer the classes that are of interest to them, at a time they can attend, or in the venue that makes it easiest for them to participate, i.e. offsite campus locations, online, etc. Many of the participants mentioned that a diversity in class offerings is important, both in encouraging their attendance as well as in expanding Gavilan's student base.

**Carefully monitor and anticipate the needs of the community.**
It is important that Gavilan assess the current job market opportunities and offer a curriculum geared at meeting these vocational needs. If certain vocations are in demand it would be in the community's, and Gavilan's, best interest to offer courses aligned with these needs.

**Address the digital divide from two angles.**
These focus groups shed light on the idea that computer expertise and Internet expertise are two different skill sets in the minds of many users. It appears that at a minimum, Internet users must be able to navigate the web, check email, visit their favorite web sites, and perform basic searches. This skill set appears easily taught and for a majority of the English-speaking attendees, is already second nature to them.
On the other hand, expertise in using a computer for functions such as web design, graphic design, digital media, troubleshooting, network security and familiarity with key applications such as Microsoft Word, Excel, PowerPoint, and others seems limited, particularly among Spanish-speakers. There appears to be a strong variation in skill levels, with the majority stating they are at a beginning or intermediate level while a few others label themselves as advanced. While it may be difficult to offer courses that cover all wants and needs with regard to computer and Internet usage, Gavilan would do well to keep this dichotomy in mind as it assesses the needs of the community and develops a Computer/Internet curriculum.

**Continue to develop an understanding of the Hispanic market.**
It is important that Gavilan College continue to develop an understanding of the Hispanic market and the differences that contribute to this audience. There is a large gap between the information needs of new comers to the community and Hispanics who have been living in the area for some time. Knowing these differences will help the school develop communications and services that are more relevant and effective for the Hispanic community as a whole.

**Target the Hispanic market in part through Spanish language communications.**
Whether through Spanish language advertising (predominantly newspaper and television), seminars, translated course catalogs, or active involvement in high schools, Gavilan College must recognize the advantages of targeting this market through Spanish language communications. A lack of information quite often results in a lack of attendance or investigation on the part of the Spanish-dominant community. This finding is consistent with our experience conducting other research with this market.

**Follow up with quantitative research.**
It is important to recall that this study is intended to be exploratory and the findings are not projectable to the greater population. However, with the completion of this phase of research, Gavilan College has the right foundation for performing a quantitative evaluation with the greater Gavilan community. Combining our experience in conducting quantitative research, our experience conducting research among minority markets, and our newly gained insight into Gavilan College and its surrounding community, we at Q & A Research look forward to continuing this important research endeavor with your team.
Detailed Findings

Keys to Success - Characteristics of a Successful Community College

Group participants highlighted several specific key elements that constitute a successful community college. These factors are listed below along with a more detailed description of each:

- the quality of teachers and other school staff,
- the school’s transfer rate among its student base,
- the variety of course offerings,
- the tuition costs,
- effective marketing, and
- a strong community presence.

Teachers/Other School Staff

The importance of teachers and other school staff was mentioned as a key area of success. Group participants highlighted that well-qualified teachers signify more than just instructors who are well versed in a particular subject. In addition to knowing the curriculum, good teachers are effective at keeping a student’s attention, and at motivating their students to work hard. In addition, other non-teaching staff members such as administration staff, financial aid counselors, admissions counselors, and others contribute to a school’s overall image. Those community colleges with a good staff truly distinguish themselves from their counterparts.

“A good teacher is one that has time for you, they can guide you after class so you can do homework in part together.”

“When an adult person decides to go to college, the first thing they want to find is a person that can help them to get into the rhythm and encourage them to take the next step.”

“Good teachers are able to communicate ideas and are personable.”

For most Spanish-speaking participants, the quality and disposition of their teachers define the whole school experience. That is, if a teacher is attentive in a caring and warm manner, the experience with that class/ school is regarded in a positive light. On the other hand, if a teacher appears rude and disenchanted with students, particularly those who are limited in their English-speaking skills, then the experience is significantly diminished. More often than not, for the Spanish-speaking participants, teachers are the only point of reference in assessing the quality of a school. Several Hispanic participants mentioned that it is important for a teacher to take extra time to talk with the students, and that the best teachers are those that show patience with students who have limited English-speaking skills.
“I don’t understand English very well. If you do not speak English well sometimes the teachers get upset. They need to be more patient and realize that if I knew English I would not be here trying to learn it.”

“The teachers at this college (Hollister campus) are not that good. Some of them help and some of them don’t. If you do not understand English well they do not have the patience to deal with you.”

Several group participants stated that while community colleges may be aware of the characteristics that contribute to a good teaching staff it is difficult for many of these schools to achieve this.

“One of the challenges of any junior/community college is to maintain an effective teaching staff.”

“All junior colleges suffer from the fact that the requirements to teach there are just not as high as at other colleges or universities.”

“Many times community or junior college teachers can be better than those at the universities in that they do not have to focus on research.”

Transfer Rates

One clear indication that a community college is successful is the frequency with which its students transfer to a major university. This quantifiable measure proves that a community college’s curriculum is effective. A successful community college is one that prepares its students for moving forward in their educational careers.

Variety of Course Offerings

Many participants highlighted the course offerings of a community college are a major factor in that school’s success. In addition to providing a broad variety of courses in different fields of expertise, the participants also look for a college that offers flexibility with regards to the ability to take weekend and evening courses, Internet courses and other alternatives to standard daytime class offerings. Offering alternatives is perceived as one way of allowing more residents, including those who work, to benefit from the school’s programs.

A college which provides opportunities for both high school graduates looking to transfer to a 4-year university as well as individuals seeking to develop or improve job skills is also a factor to consider when talking about successful colleges. According to group participants, a successful college is one that is able to combine both core courses for transferring as well as vocational courses in an effort to cater to students with different objectives in mind.

“I would like to find work, if I went to a community college it would be to take some courses so I can have more job opportunities.”
Tuition Costs
An affordable tuition is of importance to all participants as they recognize the rising costs of education today and seek more cost effective alternatives to turn to.

“California is wonderful with regard to tuitions at community colleges. Students in some of the other States have to pay full tuition.”

Marketing Efforts
Some participants stated that community colleges are successful in great part through effective marketing communications. By making its presence known through well-placed advertising, and a continuous communication of its offerings, a school can ensure itself as an option in the minds of potential students and the community in general.

Community Presence
A successful community college is also expected to maintain a strong community presence. Some group participants mentioned that a school can achieve a strong presence in part through active sports or drama programs. The success of a strong athletic department not only makes the school more attractive to potential students, but also garners attention from the community in general, serving as an indication that the school is doing well. An active theatre department does the same by providing an entertainment outlet as well as an opportunity for participation on the part of community residents.

Location specific findings
There were several other elements participants mentioned as contributing to a successful community college that are worth noting here.

Especially for participants in San Benito County, the ease of transportation to and from a college was an important key to success. The ability with which commuters can get to a school and its accessibility via public transportation, contribute to making the school more attractive.

Several participants in Gilroy and Morgan Hill mentioned that a successful college will exhibit coordination of its curriculum with that of other schools in the area, thereby facilitating the transferring process of students who advance to 4-year universities. If a majority of the universities in the area are based on a quarter system, it should be expected the community colleges in the area would follow suit.

As with the rising costs of tuition, the rising costs of housing also play a role in the success of a college. For some participants in Gilroy, a college can contribute to its success by having affordable housing in its surrounding area. This is manifested both through school sponsored housing such as dorms and other buildings, as well as an overall affordability of housing in the immediate area surrounding a school.
Finally, as mentioned by English-speaking participants in San Benito County and Morgan Hill/San Martin, a successful community college maintains an appearance that exudes modernity, both through its facilities and technical equipment. This shows the community at large that the school will provide the highest of quality for its students in an effort to help them to achieve their educational goals.

Language specific findings

English-speaking participants were more knowledgeable regarding the mechanics of a community college and the concepts of transferability to a 4-year college or university.

For those Spanish-speaking participants without college experience, there is a great disconnect in being able to articulate the benefits of a community college education. As such, they are far behind in terms of knowing what courses a community college offers and more generally, what factors serve to make a community college successful.

“I never attended a community college. I should be more informed about the benefits and a little bit more concrete about what it will provide.”

“Information. I need information. Based on my own experience, I never attended school or college here in the US; so I lack a lot of information. I missed a lot and I cannot guide my own daughter.”

Several Spanish-speaking attendees in Morgan Hill mentioned the value of having bilingual college counselors at a community college, in addition to providing an organized curriculum and the importance of maintaining student attendance.
Information Outlets – Learning About Local Community Colleges

As evident by the comments regarding perceptions of local community colleges, the dearth of information about these schools has kept most of these group participants relatively uniformed. While well aware of what colleges lay in the surrounding community, there appears to be little knowledge about the specifics various schools have to offer and where one can learn more about a school and its offerings.

When asked about sources of information regarding community colleges, several information sources were consistently mentioned as places where participants hear about local schools. The information sources mentioned by all groups include the following:

- **Word of mouth** – Many participants from each language group hear about local schools through friends, family members, or knowing someone who went to the school. This allows the opportunity to ask questions and hopefully achieve a more objective opinion of the school.

  “Living in the area you hear a lot about the various programs such as plays or lectures that are happening.”

- **Bulk mailings** – Many participants mentioned receiving a course catalog from Gavilan College through the mail that is always perused for different course offerings. This mailing has proven valuable for many group attendees because it allows them to keep up to date with the school offerings and class schedules. It also keeps the Gavilan name fresh in the minds of community members. Participants in Morgan Hill stated that these mailings had been canceled as Gavilan deemed them as too expensive to continue.

  - Several Spanish-speaking participants said they would find the mail information even more relevant if it were sent to them in Spanish.

- **High schools** – Particularly among the Spanish-speaking participants and those English-speaking participants in Morgan Hill, high schools are considered to be a very valuable source of information in learning about the next educational step. In an ideal situation, a high school has career centers that provide advice and also has counselors on staff devoted to helping guide students.

  “In high school they had a career center and you learned there the different community colleges in your area and also about scholarships.”

- **Called or walked in** – A few participants in each group said they simply walked into a school or called to learn about enrollment, class schedules and other information. In Gilroy, some Spanish-speaking participants reported attending a meeting at Gavilan that provided background on the courses the school offers.
“I went directly to the college and found someone that could give me the information I needed.”

“Go to the school itself, get information about courses available, and see if you are interested in it.”

Language specific findings

The lack of information is even more pronounced for the Spanish-speaking attendees and is perceived as a significant disadvantage in their pursuit to catch up to their English-speaking counterparts. The availability of a college level education at an affordable price is something they must be aware of, if not for their own sake, for their children as well.

“It is the parent’s responsibility to learn more about what the college in your community has to offer, in order to pass it on to the kids.”

As an example of this information gap, several Spanish-speaking participants mentioned being surprised that after conducting minimal research they found the cost of a community college to be much lower than expected.

“Since I didn’t go to college in this country I assumed that these type of colleges were very expensive. After some research I learned that it is more affordable than the 4-year universities. That lack of knowledge held me back for a while. Most of us are afraid of the financial element. Just learning that this type of education is affordable was very important to me.”

- Newspaper articles – English-speaking participants in all three groups mentioned reading newspaper articles about local schools as a way to keep informed about a school’s accomplishments, politics, funding, and other matters.

- Web sites – Several participants in Gilroy and Morgan Hill highlighted the web sites of local community colleges as being good sources of information. In particular, it was mentioned that West Valley and Foothill have complete, informative sites.

- Advertising on radio and TV – A few English-speaking participants in Gilroy mentioned hearing about the school in local radio or television advertising. While the Spanish-speaking participants did not recall seeing ads on TV, this is a medium they frequently turn to for information and would appreciate seeing Gavilan promoted this way. According to the Spanish-speaking attendees, radio has less potential as an effective medium because they tend to switch stations during commercials.

“I don’t think the radio would be good because many people don’t listen to the commercials.”

“TV in Spanish and put your ad on the soap operas, who doesn’t watch a soap opera?”
The Competitive Landscape - Awareness Of Local Community Colleges

Awareness of local community colleges was high among all groups. Among the schools that were mentioned most often were the following:

- Gavilan College
- Foothill College
- Cabrillo College
- Monterey Peninsula College
- Evergreen Valley College
- DeAnza College
- Cañada College
- West Hills College
- West Valley College
- Mission College
- San Jose City College
- Skyline College

Not surprising, due to the site of the focus groups, the majority of the English-speaking participants, mentioned Gavilan College upon being asked to name local schools. This was also true of most Spanish-speaking San Benito County participants. However, among Spanish-speaking participants in Gilroy and Morgan Hill, unaided awareness of Gavilan College was very low.

Reputations Of Local Community Colleges

Most local colleges have positive reputations. Different community colleges were noted for a particular focus in their curriculum or sports programs, such as Hartnell being known for having a good agriculture program, Monterey Peninsula College for a good humanities program, Evergreen for a good nursing program and San Jose City College for fielding a good baseball team.

Several Morgan Hill residents spoke highly regarding DeAnza College. This school was remarked on for its facilities, teachers and large number of activities in the community.

- “DeAnza College has good facilities. I believe it is one of the top junior colleges in the nation because of the teaching staff and the course requirements.”
- “DeAnza is a impressive college. It is large and looks like a college.”
- “There are always things going on at DeAnza, especially at the Flint Center.”

Others in the Morgan Hill group also spoke highly of West Valley College because of its strong student body base.

- “West Valley has a strong student body with many quality high schools in the Palo Alto/Los Altos area to draw from.”
Among a majority of the Spanish-speaking participants in San Benito County, Monterey Peninsula College is positively regarded because of the attention and help that is offered to Spanish-speaking students. Among this group, it was perceived that teachers from MPC are patient and understanding of students with limited English language skills.

“I like going to the Monterey school better, the teachers are better, they help you, they have more patience, they do not treat you poorly because you cannot speak English very well.”

Several Spanish-speaking participants articulated their perceptions that Foothill College was a school with greater financial resources than its counterparts, thereby allowing it to have more programs and classes available to students.

“Foothill has a better reputation, they have more money so they can have more programs.”

Few local community colleges have negative reputations among the participants queried in this research. One participant said that San Jose City College seemed unsafe when she took a night class at the school several years ago. Several Spanish-speaking participants expressed these same concerns regarding an unsafe surrounding for why San Francisco City College is regarded poorly. Finally, several Spanish-speaking participants said West Valley College is not as good as other schools because of its limited class offerings and the lack of challenge those classes presented to students.

**Overall Perceptions of Gavilan College**

Overall perceptions of Gavilan are mostly positive. There is a relatively low level of first-hand experience contributing in forming people’s opinions. The Spanish-speaking attendees in particular were very limited in their knowledge of the school and its mechanics. As a result, opinions of Gavilan College were often a mere assessment of the school’s locations and other characteristics.

For a majority of participants, Gavilan College’s association as a community college means it offers affordable classes for students to take so that they can transfer to other colleges or universities.

“The reasonable fees at Gavilan provide a way to continue your education while still unsure of what you want to do.”

“Gavilan is a good local inexpensive option that gives you time to decide what you want to do later.”

Several participants recognize Gavilan for the unique vocational programs the school is known to offer, such as aviation and cosmetology. Others associate Gavilan with a successful athletic department and can name professional athletes that have graduated from there.
In Morgan Hill, almost unanimously participants agreed that they would recommend Gavilan College on a conditional basis.

“It would depend on what the student was looking for. If they were looking to be a rocket scientist I would most likely not steer them to Gavilan.”

“If universities have impacted majors, you do not want to take chances by going to a junior college, you go directly to a 4-year college.”

Several Spanish-speaking participants perceive that Gavilan is not doing as good of a job as other community colleges with regard to the transfer rate of its students. In particular, it was mentioned that DeAnza is more successful at sending students to 4-year universities than Gavilan.

“There is a simple way to find out when a school is good, and that is the number of students that they send to 4-year universities. If you use that guide you will find that Gavilan is not doing well in comparison with DeAnza.”

Spanish-language Association With The Name “Gavilan”

A majority of the Spanish-speaking participants in this research were unaware that “Gavilan” is a Spanish word for chicken hawk. Perhaps this limited awareness is due to the fact that the name relates to a lesser-known animal that is more akin to a rural lifestyle that not all Spanish-speaking participants have been exposed to. Overall, the acknowledgement that a Spanish name was given to the local community college did little to change perceptions of the school. For several Gilroy attendees, the “Gavilan” name is appreciated for its symbolism.

“The name Gavilan picks you up from the bottom, it is a beautiful name, and it should take advantage of that name.”

“The name communicates that the school is a place that brings you up high, helps bring you to the top.”

Evaluating Gavilan College Campus Locations

Among a majority of the participants, the physical locations of the Gavilan campuses themselves are considered scenic, visually appealing, and a nice reprieve from many other college campuses. For the Gilroy participants, a backdrop of foothills and an abundance of rural fields and open spaces are conducive for a relaxed, learning-friendly atmosphere.

It is important to note that it was mentioned that this type of environment might not be particularly appealing to young students. Again, particularly in Gilroy and San Benito
County, some of the older participants expect that younger people are looking for a little more “action” for an environment that not only fosters learning, but also socializing.

“It’s a little ‘country.’ There is not a lot going on out here.”

Many participants like the fact that Gavilan College is a small, local school and is therefore geared towards improving the education of the local community as well as helping bring people closer together through other programs.

“Gavilan is in a very small community and will attract students from the immediate area.”

“Gavilan saves on mileage because it is local.”

“Gavilan brings the college to the town and makes it convenient.”

However, a few participants see the school’s quaintness as an impediment preventing the college from being taken as seriously as other institutions of higher education.

“Gavilan suffers from a small community. There is not as much high tech knowledge or interest as there is in San Jose.”

“Gavilan is like 13th grade. Everyone from high school will go there. It is a weird environment in that it is serious, but not serious.”

Many participants feel the transportation to and from Gavilan College campuses can be improved, especially in Gilroy and San Benito County. In Gilroy, freeway access to the campus for people coming from a southern point proves difficult, and access seems problematic for those who do not want to take a car or bus. Many Spanish-speaking participants noted a lack of signage around the Gilroy campus, both on the freeway and otherwise, that would help to guide people to the campus facilities. Participants in Morgan Hill said the campus was very centrally located but seems relatively small.

The Gavilan College locations are also perceived as being safe, with the exception of mountain lions in Gilroy.

Assessing The Teachers And Staff Of Gavilan College

By speaking with relatively few current students of Gavilan College, perceptions regarding the teachers and staff at the school are quite limited. For those participants who have impressions about Gavilan teachers, most considered the instructors professional and knowledgeable about the subjects they teach. Other participants who had interacted with Gavilan staff members over the phone or on campus remarked on the welcoming nature of these staff members, and on their willingness to help. With the exception of two participants who had negative experiences with Gavilan teachers, overall the opinions of the Gavilan teachers and staff are positive.
“I don’t study here, but I have an idea that the teachers here are cool. We came in, and we were lost, we asked right away and a teacher helped us. She was very friendly. My first impression of the teachers at Gavilan (Gilroy) is a good one.”

Perceptions Of Gavilan College Facilities

Perceptions of Gavilan College facilities typically varied by campus location. It was the general perception of participants in all groups that the campus facilities in Gilroy were the most expansive. In Morgan Hill, attendees viewed the facilities as modern, but small. In Gilroy and San Benito County, it was mentioned that the school facilities appear dated. Some Gilroy participants mentioned that the buildings at that location were built in the 1960’s and appear to be in need of repair.

“The Gilroy Campus has been there forever.”

“Gilroy looks run down.”

Other comments surrounding the facilities centered on a lack of parking (San Benito County), and a need for access for those with disabilities.

Experience with Gavilan

Most of the group attendees have had no direct experience with Gavilan College. While a few participants have children or spouses who attended the school, most of them have not attended the school themselves. In Morgan Hill, two English-speaking attendees were alumni of the school (one current and one former student) and two others had children who were students. In San Benito County, a few Spanish-speaking participants have taken computer classes and an ESL class at Gavilan, while in Gilroy two Spanish-speaking participants have also attended the school, albeit several years ago.

Reasons For Not Attending Gavilan College

When queried as to why participants have not attended classes at Gavilan, most comments related to course offerings. In particular, many participants remarked on having limited class offerings available in the evenings, not having enough free time to take classes of interest, and not finding any course offerings that are of interest to them. Other participants highlighted that attending Gavilan is not a consideration for some community members because it will help them to achieve their goal of attending a 4-year university.

“Several of my daughters friends wanted to go to a ‘named’ college.”

“There are concerns about transferring credits. In some colleges there are strict quotas and transfer students are not included in those quotas.”
Some attendees are not interested in attending Gavilan or any other college level institution because the time and effort associated with going to school would require more effort than they can give.

“*I haven’t been able to take any courses here because I have children and really haven’t made the effort to enroll.*”

**Language specific findings**

Particularly for Spanish-speaking attendees, a perception of a lower quality of education is a main reason for not attending Gavilan. For some of these participants, it is believed that students with lower grades attend community colleges because these schools are not as demanding as universities.

“When I went to school I saw people who had higher grades applying to the universities and the others with lower grades had to go to the community colleges. To me, that was something negative because people with lower grades do not care much about school anyway.”

A language barrier was another factor for why some Spanish-speaking participants do not attend Gavilan College. Several participants did not anticipate receiving adequate language assistance to help them perform well at the school.

“I don’t speak English very well that is my problem.”

“One reason for me would be that I don’t know enough English, especially because the classes are all in English.”

Finally, college tuition costs are also a consideration for some of the Spanish-speaking Gilroy attendees and many times prevent them from pursuing a college education.

“Well I am not ready to enroll yet. I need to look at the cost. What are the prices for the immigrants like me?”
Gavilan Course Offerings

Top “Must Offer” Core Course Offerings
Participants were given a worksheet containing a listing of 37 core course offerings at Gavilan College. Each participant was asked to select the top three courses they deemed as “must offers”. The chart below highlights the top selections in total as well as by each of the locations.

“Must Offer” Core Course Offerings:

<table>
<thead>
<tr>
<th>Location</th>
<th>English-speaking groups</th>
<th>Spanish-speaking Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>• English (18 mentions)</td>
<td>• Math (14 mentions)</td>
</tr>
<tr>
<td></td>
<td>• Math (17 mentions)</td>
<td>• English (10 mentions)</td>
</tr>
<tr>
<td></td>
<td>• Computer and Information Science (9 mentions)</td>
<td>• ESL (6 mentions)</td>
</tr>
<tr>
<td>San Benito County</td>
<td>• English (6 mentions)</td>
<td>• Math (5 mentions)</td>
</tr>
<tr>
<td></td>
<td>• Math (6 mentions)</td>
<td>• English (4 mentions)</td>
</tr>
<tr>
<td></td>
<td>• History/Biology (tie) (3 mentions)</td>
<td>• Chemistry (3 mentions)</td>
</tr>
<tr>
<td>Gilroy</td>
<td>• Computer and Information Science (6 mentions)</td>
<td>• Math/English (tie) (4 mentions)</td>
</tr>
<tr>
<td></td>
<td>• Math (5 mentions)</td>
<td>• ESL/Accounting (tie) (3 mentions)</td>
</tr>
<tr>
<td></td>
<td>• English (3 mentions)</td>
<td>• Political Science/Nursing (tie) (2 mentions)</td>
</tr>
<tr>
<td>Morgan Hill</td>
<td>• English (9 mentions)</td>
<td>• Math (5 mentions)</td>
</tr>
<tr>
<td></td>
<td>• Math (6 mentions)</td>
<td>• ESL/Computer and Information Science and Administration of Justice (tie) (3 mentions)</td>
</tr>
<tr>
<td></td>
<td>• Computer and Information Science (3 mentions)</td>
<td>• English (2 mentions)</td>
</tr>
</tbody>
</table>

- When asked about the core courses offered at Gavilan College on an unaided basis, participants predominantly mentioned vocational class offerings such as:
  - Computer Sciences
  - Administration of Justice
  - Aviation Technology, and
  - Cosmetology
The main reasons for selecting a course as a “must offer” include, the class provides a strong general education, it provides a base for transferring, and it allows for a solid career path.

For all group participants English and Math classes emerge as the top two “must offer” courses for a community college.

To round out the top three “must offer” courses, the English-speaking groups include computer and information science, and the Spanish-speaking groups ESL.

Language specific findings

- It is important to note that among the Spanish-speaking participants, in general there is relatively low awareness of the courses that Gavilan offers.

- Most of the Spanish-speaking participants in San Benito County and Gilroy could not immediately discern between core courses and community courses. A short explanation of the meaning of “credit” was necessary for these participants in order to follow the exercises in the groups.
Top “Ideal” Core Course Offerings

Participants were next asked to select the top five core courses of study that should “ideally” be offered at Gavilan College from the same list of 37 core courses. Each attendee was told that they could not include the same courses that they had already selected as “must offers”. The chart below highlights the top selections of “ideal offerings” in total as well as by each of the locations.

“Ideal” Core Course Offerings:

<table>
<thead>
<tr>
<th>Location</th>
<th>English-speaking groups</th>
<th>Spanish-speaking Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>• General Business (11 mentions)</td>
<td>• Computer Graphics/Design (10 mentions)</td>
</tr>
<tr>
<td></td>
<td>• Athletics/History/Computer and Information Science/Math (tie) (7 mentions)</td>
<td>• Health Education/Music (tie) (8 mentions)</td>
</tr>
<tr>
<td></td>
<td>• ESL/General Business (tie) (7 mentions)</td>
<td>• ESL/General Business (tie) (7 mentions)</td>
</tr>
<tr>
<td>San Benito County</td>
<td>• Athletics (4 mentions)</td>
<td>• Political Science (5 mentions)</td>
</tr>
<tr>
<td></td>
<td>• Aviation Technology/Computer and Information Sciences/General Business/History/Physical Education (tie) (3 mentions)</td>
<td>• ESL/General Business (tie) (4 mentions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• History/Sociology (tie) (3 mentions)</td>
</tr>
<tr>
<td>Gilroy</td>
<td>• Athletics/Computer Graphics and General Business/Spanish (tie) (3 mentions)</td>
<td>• Art/Computer and Information Science/Health Education/Music (tie) (4 mentions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Computer Graphics and Design/General Business (tie) (3 mentions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communications/Business Office technology/Child Development/Psychology/Theater (tie) (2 mentions)</td>
</tr>
<tr>
<td>Morgan Hill</td>
<td>• Accounting/General Business (5 mentions)</td>
<td>• Computer Graphic Design (7 mentions)</td>
</tr>
<tr>
<td></td>
<td>• Communications/Computer and Information Sciences/History (4 mentions)</td>
<td>• Health Education/Music (tie) (4 mentions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Accounting/ESL/Psychology (tie) (3 mentions)</td>
</tr>
</tbody>
</table>

- The main reasons for selecting a core course as an “ideal offer” include, the class provides business related knowledge, offers a variety in curriculum and provides a well-rounded education.
Computer and Information Sciences are selected because in today’s environment students need to have at least a basic knowledge in computers for whatever endeavor they pursue.

“We are close to Silicon Valley and Gavilan should offer classes in Networking, Cisco and Digital Animation.”

General Business was mentioned because it applies to a broad spectrum and this country runs on small business. It is critical for any vocation or business endeavor. It takes more than just a new idea to be successful in business, it takes business sense.

Most participants desired that Gavilan continue to offer programs such as ESL. English as a second language was seen as essential for this particular community.

“In this area, we (Caucasians) are the minority.”

“Minimizing ESL would not be a good choice for this area. There are many non-English speaking residents and not a lot of other choices in this small community.”

Spanish-speaking participants mentioned that the ESL classes are one of the best ways to attract Hispanic students to the school as well as advertise the services of Gavilan College.

“If they reduce or eliminate the ESL program at Gavilan, there will be less opportunity for Latino people to come and study.”

“We need more opportunities to learn English and the school is the first thing we can think of. There are a lot of Hispanics working in the fields picking fruits and if they learn English they won’t be that limited.”

Additional Offerings

Additional “ideal” core courses that participants mentioned Gavilan might considering offering included:

- Financial money management
- Additional trade courses such as electrician or carpentry training

“The year before I went to Gavilan they closed down the automotive mechanic courses. Many of my friends who were interested in this course were forced to look elsewhere.”
Some members of the group disagreed that vocational courses should be a focus at Gavilan. Some attendees felt that obtaining a balance between vocational and core transfer courses will present a challenge for Gavilan.

“Gavilan should strive to fit the needs of the community and may be forced to pick and choose between course offerings.”

“You don’t want to compete with the other schools. If a neighboring school has a strong program, then Gavilan should choose another.”

“A smaller college can’t be everything to everyone.”

“Junior colleges don’t set themselves up as trade schools.”
Community Course Offerings:

Top Community course offerings of Interest

Participants were given a second worksheet containing a listing of 13 community course offerings at Gavilan College. Each participant was asked to select the top three courses they deemed as being of “greatest” interest. The chart below highlights the top selections in total as well as by each of the locations.

Community Course Offerings of Interest:

<table>
<thead>
<tr>
<th>Location</th>
<th>English-speaking groups</th>
<th>Spanish-speaking Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>• Computer Classes (18 mentions)</td>
<td>• Computer Classes (12 mentions)</td>
</tr>
<tr>
<td></td>
<td>• On-Line Classes (14 mentions)</td>
<td>• Personal Enrichment (7 mentions)</td>
</tr>
<tr>
<td></td>
<td>• Photography/Health and Fitness/Youth Programs (tie) (4 mentions)</td>
<td>• Photography (6 mentions)</td>
</tr>
<tr>
<td>San Benito County</td>
<td>• Computer Classes/On-line classes (tie) (5 mentions)</td>
<td>Not asked</td>
</tr>
<tr>
<td></td>
<td>• Photography/Programs for Youth (tie) (4 mentions)</td>
<td></td>
</tr>
<tr>
<td>Gilroy</td>
<td>• On-line classes (5 mentions)</td>
<td>• Music (5 mentions)</td>
</tr>
<tr>
<td></td>
<td>• Computer classes (4 mentions)</td>
<td>• Personal Enrichment (4 mentions)</td>
</tr>
<tr>
<td></td>
<td>• Gardening (3 mentions)</td>
<td>• Computer Classes/Photography tie (3 mentions)</td>
</tr>
<tr>
<td>Morgan Hill</td>
<td>• Computer Classes (9 mentions)</td>
<td>• Computer Classes (9 mentions)</td>
</tr>
<tr>
<td></td>
<td>• Health and Fitness Classes/On-Line (tie) (4 mentions)</td>
<td>• Real Estate (4 mentions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Personal Enrichment/Photography (tie) (3 mentions)</td>
</tr>
</tbody>
</table>

- When asked about community courses offered at Gavilan College on an unaided basis, participants mentioned class offering such as:
  - Music
  - Arts
  - Cooking
  - Photography, and
  - Computer/Online courses
- The main reasons participants gave for selecting a community course as a course of interest included the following: taking a course of interest (health and fitness/personal enrichment), the development of a skill (computers/on-line classes) and a desire to develop a talent (photography or music).
- Common among all groups, computer classes and photography classes were among the top community courses of interest.
- Other top community courses of interest among the English-speaking groups include on-line classes, health and fitness and youth programs, and among the Spanish-speaking groups, personal enrichment classes.
- Computer and Online classes are among the top selections because of the importance of computer technology to succeed in today’s marketplace. In the Gilroy group attendees saw such classes as an inexpensive way to remain current with the computer developments at a self-regulated pace.

Additional Offerings
Additional community course offerings that participants mentioned Gavilan should considering offering include:

- First Aid
- Citizenship Preparation
- Sign Language
- Financial money management, and
- Classes on health.

“We need to teach people earlier in life healthier things to do to avoid chronic conditions later in life.”
Current Gavilan College Program Offerings

Among all research participants, awareness of Gavilan sponsored programs such as sports, drama, special lectures and the childcare center was fairly limited. Group participants mentioned that the scheduling, the costs associated with these programs, and general interest as the three main factors that are of importance when considering attending a sporting event, a play, or a special lecture.

With regard to sporting events, many participants said a lack of community enthusiasm or personal connection to the team contributes to their absence at Gavilan games. Many sporting events are also scheduled during the day, making it difficult for a working resident to attend.

“You need a frenzy around the team before people (non-students) will go watch.”

“I haven’t gone to any sporting events at Gavilan because I don’t know anyone on the team.”

In Gilroy, Spanish-speaking attendees said they are willing to pay between $8 and $10 to watch a play or sporting event. In Morgan Hill, the Spanish-speaking participants would pay no more than $5 for the sporting events and up to $20 for a good play. For the English-speaking participants in Morgan Hill, the cost for a theatre showing would have to be less.

“I would expect to pay less for a drama event than I would for a movie. $8-$10 seems fair.”

Interest in special lectures was relatively high, dependent on the topic of discussion, participants seemed to feel that a price of $10-$20 would be fair for a lecture or lecture series.

Participants in Morgan Hill mentioned that they would like to receive information about such events through the mail, newspaper or Gavilan College web site.

Some of the Spanish-speaking Morgan Hill participants suggested Spanish-language promotional materials targeted towards their community would do well to increase awareness of these events.

The idea of a Day Care Program was particularly well received by the Spanish-speaking focus groups. Most participants want to learn of the costs associated with this service.

“This is a good program. There are many young women having babies and many times people give the excuse that they can’t go to school because of baby-sitting issues. At Gavilan they won’t have that excuse.”

“If it is not to expensive, I will consider it.”
Gavilan College – Direction for the Future

Most participants feel that Gavilan College needs to continue to expand and grow in a controlled manner that allows the school to best serve an emerging community. Two Spanish-speaking participants remarked that Gavilan has only added two classes in recent years, even though the community has expanded considerably. By continuing to grow, the school can prove to the community that it is intent on serving the area as a whole and it is a school that embraces change.

“Every organization has to grow and expand, you cannot be stagnant.”

“I’ve been living in Gilroy for the past 35 years. When I first moved here there were only six streets. The growth in this community has been quite remarkable, and it hasn’t just been in Gilroy, but in Morgan Hill/San Martin and Hollister as well. The facilities at Gavilan have not kept up with the growth of these communities. They have only added a few extra classrooms after all these many, many years.”

“You can’t just grow and grow and grow. Look at what happened to Silicon Valley, you need to budget for growth.”

Along these lines, while the question was only posed to participants in Morgan Hill, most were in support of a bond initiative to support Gavilan, so long as careful decision-making takes place at the school.

“Bonds are an investment in the community’s future.”

“I would support such a bond as long as there is some accountability. We already have many such bonds without a lot of results.”

While most of these participants are in favor of a bond initiative to upgrade the current facilities, few are in favor of a bond initiative to sponsor expansion.

Overall, students would like Gavilan to grow so that it can expand its student base. By offering a larger variety of classes, the school can target students with different goals in mind. Group participants mentioned three specific target groups.

One important target, mentioned quite often by Spanish-speaking attendees as well as several English-speaking attendees, is people who are in search of basic skills that will help them get a job. Rather than perceiving Gavilan as strictly educational in focus, these students may think of the school as a place for job training.

Another highlighted target group is students looking to obtain transferable credits in the hopes of transferring to a university. This is of course perceived to be the original purpose of a community college and should remain a significant focus.
Finally a third target is returning students or others interested in advanced business, computers and sales courses. For this last segment, Gavilan can be a place for continuing education and a way to stay sharp in one’s skills.

As mentioned by a Spanish-speaking participant in San Benito County, current Gavilan course offerings are insufficient in this respect:

“Gavilan is a basic school, it is not challenging if you want to take the more advanced courses; they do not offer them.”

“I would like to see Gavilan offering classes not only to adults but to young people like me too.”

Offering a course selection in keeping with a changing job market is also considered important, especially in the current economic market.

“Offer classes that will help students in the future job market.”

“Keep in touch with the students themselves and ask them what their needs are. What was an important course several years before may now be of limited worth.”

Several group attendees feel that maintaining a strong core course curriculum is essential for future success.

“A lot of things should never change, core courses should continue to be offered, especially for those students desiring to transfer.”

Finally, several participants mentioned that it is important to keep up with the latest in technology and not let the equipment become antiquated. This allows the students to work on a level playing field with their peers at other schools, as well as making the school more attractive to potential students.

“Don’t fall behind technologically, whether it be laptops or other devices.”

Potential Markets

Primary among the opportunities for growth is for Gavilan College to reach out to potential segments of the population that might otherwise not be considered. Focus group attendees noted some specific groups that should be targeted by the school:

- **Seniors** – Most participants agreed that Gavilan should offer courses and programs geared towards meeting the needs of senior citizens. Several people articulated the notion that it is never too late to learn and that older people need to feel as though they are still a part of the community by maintaining an active lifestyle.
“You never stop learning, you never get old. The only person who gets old is the person that stops learning. It is never too late.”

“There is no age limit for learning, senior people should get out of their homes to keep active, get busy to have more desire to go on.”

- Some course offerings targeting this group might include:
  - Art appreciation or fine arts classes
  - Physical education or physical therapy classes
  - Retirement planning and other instructions on fiscal responsibility

- **Physically Challenged** - Participants stated Gavilan should also target the physically challenged with its class offerings. Several participants noted the limited classes available for physically challenged students and hoped for a wider range of offerings for this segment.

  “Right now, there is only one swimming course offered for the handicapped. That is not enough.”

- **Immigrants** - Particularly among the Spanish-speaking groups, it was mentioned that non-US citizens are a good group to target. Immigrants are thirsting for knowledge that will help them achieve legitimate status in the US and Gavilan could provide a service to the community in meeting the needs of this population group.

  “Gavilan College should offer courses to non-US citizens, they need to be well prepared for the tests and the interviews.”

  In addition to helping immigrants with classes geared towards citizenship procurement, several Gilroy participants also noted that Gavilan would be wise to reach out to field workers, or what is assumed to be Hispanic residents who do not know how to read or write and teach them English. By providing classes that teach the basics for communicating in English, this group will get a glimpse of the benefits of higher education.

  “Focus on the field workers, people that do not know how to read or write, they do not have opportunities, they need to know that there is another world beyond the what they know.”

- **High school students** - Lastly, many Spanish-speaking participants reiterated their feelings that Gavilan should focus more on reaching high school students in an effort to introduce them to the many facets of college and to encourage them to continue with a higher education. One example of this was to let high school students take courses while still in high school that can then be applied for college credit.
“It is very important to offer extra curricular courses to younger people. They can do it after high school and have some academic success. My daughter, when she attended high school, took college courses at a community college where she obtained credit to take more advanced courses. That was a good incentive for her.”

Suggestions for ways in which Gavilan can increase its presence in the community and grow into a larger, more reputable educational institution include the following:

- Market the college more, keep the Gavilan name fresh in young peoples minds
- Offer a larger variety of course offerings – more recreation classes, more high tech classes
- Provide more core course offerings in the evening
- Build new restrooms (Gilroy)
- Make the San Benito County location bigger, thereby eliminating the need for San Benito County residents to travel outside of the area
- Stay current with technology
- Build more campus extensions
- Offer more community related events, or the facilities for these types of events
The Digital Divide – Computer Usage And The Internet

Computer and Internet skills are highly valued in the greater Gavilan community. The close proximity to the birthplace of computing, Silicon Valley, contributes to a lifestyle in which computers and technology play a critical role. Focus group attendees are well aware of their environment and many are intent on improving their skills in this area.

Not surprisingly, stark differences were observed between the English-speaking focus groups and the Spanish-speaking groups. In particular, there were significant differences in what each group considers a beginner, intermediate, or experienced computer user. For the English-speaking participants, the skill set is greater for each category, while for the Spanish-speaking participants, it is more basic. Further insight into how each group discerns these levels is expressed in the table below.

<table>
<thead>
<tr>
<th>Beginner</th>
<th>English-speaking groups</th>
<th>Spanish-speaking Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Know and understand basic computing skills (i.e. opening files, programs, etc.)</td>
<td>• Understand basic computer skills</td>
</tr>
<tr>
<td></td>
<td>• Can read email</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Visit a limited number of web sites while on the Internet</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td>• Comfortable sending and receiving email</td>
<td>• Can search for information on the Internet</td>
</tr>
<tr>
<td></td>
<td>• Can download music/convert records to mp3s</td>
<td>• Can email</td>
</tr>
<tr>
<td></td>
<td>• Can navigate over the Internet with ease</td>
<td>• Can download music and shop</td>
</tr>
<tr>
<td></td>
<td>• Can do some desktop publishing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experienced</td>
<td>• Comfortable with advanced programs like Quicken, Quick Books</td>
<td>• Use the computer and the Internet on a daily basis</td>
</tr>
<tr>
<td></td>
<td>• Can find things easily (on the Internet)</td>
<td>• Can navigate over the Internet with ease</td>
</tr>
<tr>
<td></td>
<td>• Can do some software engineering/development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Can track websites and retrieve web sites using cookies, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Can self-trouble shoot different computer problems</td>
<td></td>
</tr>
</tbody>
</table>
Among the Spanish-speaking attendees, “Beginners” are quite often people with limited English-speaking skills who are just learning to use a computer. “Intermediate” users represent those that have had more experience using the computer and can navigate the Internet to some degree. Finally, “Advanced” users are those who have been using computers for many years and are quite comfortable in that environment.

Very few English-speaking attendees consider themselves “Beginners” with regard to computer and Internet usage. A vast majority consider themselves “Intermediate” users, with considerable experience using the Internet for researching, shopping, and other endeavors. For those who are “Advanced” users, 4 participants in Gilroy, using the Internet is second nature and more advanced programs are used on a regular basis.

For a majority of the participants, especially the Spanish-speaking attendees, computer skills were learned from a spouse or child, or through trial and error. A relatively small number of participants stated that they learned how to use a computer through manuals or computer shows on TV. Very few said they had taken computer classes at local schools.

For many participants there is either a lack of interest or time in taking a computer class or a lack of awareness of such an offer at Gavilan. An additional major reason for not pursuing this option among Spanish-speaking attendees is the lack of Spanish-language help they expect to receive at community colleges. The intimidation factor of not only learning a new skill, but also doing so with limited English-language capabilities has proven too much for many of these participants. For those who can find bilingual assistance, the likelihood of taking a computer class increases greatly. As an example, one Spanish-speaking woman in Hollister commuted to MPC because of the bilingual teachers available at that school.

Microsoft Word and Excel are the programs most easily identified by the Spanish-speaking participants. However, with the exception of one or two participants in Gilroy and San Benito County, usage of these two programs is very limited by the participants in these markets. In Morgan Hill, attendees are quite familiar with Word and Excel and report using them on a regular basis.

**Personal Internet Usage**

For a majority of the participants, the Internet is typically used for personal endeavors. Among the most common uses are the following:

- Shopping for travel plans, i.e. airfare, hotel rates
- Searching for recipes
- Email
- Conducting research on various topics of interest
- Online shopping (not travel)
Business-related Internet Usage

For those attendees who use the Internet as part of their regular work environment, research is often the main reason for surfing the net. Some specific examples of Internet usage include the following:

- Finding parts
- Checking the status of repairs
- Looking for prices or other information

Regardless of their starting point, a majority of the participants in this research effort want to improve their computer skills. They perceive Gavilan College and other higher education institutions as appropriate venues in which they can obtain these highly sought after skills. When queried for the types of courses they would be most interested in, participants mentioned skills ranging from basic to advanced:

- Internet surfing
- Web design
- Bookkeeping
- Basic repair of computers
- MS Pro
- Basic computer skills
- Digital photography
- Learn how to use security tools
- Learn how to upgrade hardware
- Teach programming
- Graphic Design- Photoshop or Illustrator
- Basic Windows
- Power Point
- Lotus 123
I. Introduction/Warm-Up (10 minutes)

- How a focus group works
- Introductions:
  - Name
  - Hobbies (To help identify potential areas of interest)
  - How long have lived in area
  - **FOR SPANISH SPEAKING GROUPS ONLY** - Country of origin as well as how long participant has been living and working the United States
  - Size of family/Family Stage
  - Occupation
  - Audio/Video taping

II. Information Sources/General Perceptions/Awareness of Local Colleges (10 minutes)

We will be talking about community or junior colleges. By community or junior colleges we mean two-year institutions that a person can attend usually after high school.

- In thinking about community/junior colleges, what do you think makes a community/junior college successful?
- How do you/would you get information about local community/junior colleges?
- Are there particular sources of information that are “better” than others? If yes, which sources and why?
  - **FOR SPANISH SPEAKING GROUPS ONLY** - In what language would you prefer to receive information about local community/junior colleges?
- In thinking about local community/junior colleges, what local colleges come to mind?
• How did you become aware of these community/junior colleges?
• Are there any local community/junior colleges that have better reputations than others? If yes, which ones and why?
• Are there any local community/junior colleges that you have a negative impression of? If yes, which ones and why do you have a negative impression?

III. Awareness/Perception of Gavilan College (15-20 minutes)

I would now like you to specifically focus on Gavilan College.

• What do you know about Gavilan College? What have you seen or heard?
• FOR SPANISH SPEAKING GROUPS ONLY- What does the name “Gavilan” mean to you?
• How did you first learn about the College?
• How familiar would you say you are with Gavilan College?
• What kind of reputation does Gavilan College have in the community? How does it compare to other local community/junior colleges? (Cabrillo/DeAnza/Evergreen/Foothill)
• What kind of reputation do the teachers at Gavilan College have?
• What do you think about the facilities of Gavilan College?
• What do you think about the locations of the Gavilan College campuses? (Probe for convenience, safety, reputation of city sites etc.)
  - Does the neighborhood where the college is located say anything about Gavilan? If yes, how do the locations of the campuses affect on your impression of the college? Why do you say that?
  - FOR SPANISH SPEAKING GROUPS ONLY- Do you feel Gavilan College is able to meet the needs of Non-English speaking students? If no, why not?
• What do you like about Gavilan College? What are they doing well?
• What about Gavilan College could be improved? What could they do better/how could they improve?
IV. Current Gavilan Course Offerings (20-25 minutes)

- Have you, or any family member, ever attended Gavilan College as a student? If yes, when? If no, why haven’t you taken any courses at Gavilan?
- Do you or any family members plan on attending Gavilan College as a student in the next twelve months? If yes, what courses do you plan on taking? If no, why do you say that?
- Do any of you plan on attending any other local community/junior college within the next twelve months? If yes, where are you planning on going and why are you thinking of this facility?
- Would there be any reason that you would not consider attending Gavilan College?
- What Gavilan College core course offerings, classes taken for credit, are you aware of?
- What types of core course offerings, classes taken for credit, do you feel are most appropriate for Gavilan College to offer? [ASK ON AN UNAIDED BASIS]

HAND OUT WORKSHEET 1

I am going to give each of you a worksheet. On this worksheet I want you to answer as follows: Put an “M” next to the 3 core courses of study that you feel Gavilan College MUST offer. If a course of study that you feel is a “must offer” is not listed, add it at the bottom of your worksheet and put an “M” next to it.

Next, I want you to select the top 5 core courses of study that would be ideally offered at Gavilan College and put an “I” next to them. Do not include the 3 you already chose as “Must Offers” when selecting these 5 courses of study. If a course that the “ideal” curriculum should have is not listed, add it at the bottom of your worksheet and put an “I” next to it.

Now I would like you to rank order the 5 IDEAL courses of study, giving a “1” to the most important and a “5” to the least important.

- What did you include in your 3 MUST haves? Why?
- What did you include in your 5 IDEAL courses and how did you rank them? Why?
- Are there courses of study that you feel Gavilan College should be offering that are not on this list?
Community Courses (Non-Credit):

Community programs are offered to people who desire to obtain special knowledge and skills. This opportunity is given to everyone regardless of his/her educational qualifications or profession. The courses are flexible and cover various areas of training to suit the different abilities of the participants and are not offered for credit.

- What types of community courses, classes offered without course credit, do you feel are most appropriate for Gavilan College to offer? [ASK ON AN UNAIDED BASIS]

HAND OUT WORKSHEET 2

Once again, I am going to give each of you a worksheet. On this worksheet I want you to answer as follows:

I would like for you to select the top 3 community courses that would be of greatest interest to you, write a “1” next to the community course of greatest interest and a “3” next to the course of least interest. If a community course of interest is not on the list, add it at the bottom of your worksheet.

- What did you include in your 3 community courses of interest? Why?
- Are there community courses of interest that you feel Gavilan College should be offering that are not on this list?
- Should Gavilan offer community classes to meet the needs of the senior citizens? If yes, what should those community classes be?
- Are there any other specific groups that you feel Gavilan College should make a more concerted effort to meet their needs?

V. Current Gavilan Program Offerings (10 minutes)

- In thinking about programs, other than the standard curriculum or class offerings, offered by Gavilan College, what specific programs come to mind?
- Have you attended any of the following events at Gavilan College . . .?
  - Sports-
    - Why/why not? What would encourage you to attend such an event?
• What would you consider to be a fair price?
• How likely are you to attend a sporting event at Gavilan College within the next 12 months?
  - Drama
    • Why/why not? What would encourage you to attend such an event?
    • What would you consider to be a fair price?
    • How likely are you to attend a drama event at Gavilan College within the next 12 months?
  - Special Lectures
    • Why/why not? What would encourage you to attend such an event?
    • What would you consider to be a fair price?
    • How likely are you to attend a special lecture at Gavilan College within the next 12 months?
  - How would you like to be notified of such events?
  - **FOR SPANISH SPEAKING GROUPS ONLY** - In what language would you prefer to receive information about these events? Would the drama/special lectures need to be offered in a language other than English?

• Are you familiar with the Child Care Center offered at Gavilan College?
  - If yes, have you or any member of your family used the Child Care Center?
  - What is your impression of the Child Care Center at Gavilan College?
  - Based on what you know, is the Child Care Center available for both students and non-students?
  - Does knowing that there is a child Care Center at Gavilan College affect your impression of the college?

• What additional non-curriculum programs would you like to see Gavilan College offer?
VI. Future Gavilan Programs/Services (10 minutes)

- Would you like to see Gavilan College expand to offer more classes, programs and services, or would you prefer it stay the size it is today? Why/why not?
- How do you feel Gavilan College can best meet the needs of its students in the future? How can they best meet the needs of the community?
- [OPTIONAL] Would you be willing to support a bond initiative in an effort to help support growth at Gavilan College? If yes, how much would you be willing to pay on an annual basis? ($15, $25, $50)

VII. Access to/usage of the computer and the Internet (15 minutes)

- Do you currently have access to a computer?
  - If yes, where do you have access to a computer? Most regularly?
  - How frequently do you use a computer at home or at work?
- Do you currently have access to the Internet?
  - If yes, where do you have access to the Internet? Most regularly?
  - How frequently do you access the Internet at home or at work?
  - Do you regularly use a computer/access the Internet for business related purposes?
  - Would you say that you are at a beginning, intermediate or advanced level of expertise when it comes to using a computer/navigating the web? [PROBE TO DEFINE SKILL LEVEL] Why do you say that?
  - How satisfied are you with your level of expertise?
  - Where did you gain most of your knowledge about computers/the Internet?
- Would you be interested in taking computer/Internet classes at Gavilan?
- What type of computer/Internet skills would be most beneficial to have taught at a school like Gavilan? What type of computer/Internet classes would be of greatest interest? (i.e. Specific packages: Microsoft Word, Excel, Access, PowerPoint, Adobe PageMaker, Java, Lotus, Dbase
  Skills: Word processing, Desktop publishing, Spreadsheets, Database Management, Navigating the web, Website creation)
VIII. Closing – Overall Assessment (15 minutes)

- Would you recommend Gavilan College to someone who was looking to attend college? Why or why not?
- If you were going to describe Gavilan College to someone unfamiliar with the College what would you say?
- **FOR SPANISH SPEAKING GROUPS ONLY**- Would you recommend Gavilan College to your friends or family members who are limited in their English or non-English speaking?
- Overall, what does Gavilan do well?
- And again, overall, what are the biggest areas for improvement?
Worksheet 1

- Accounting
- Allied Health (Nursing, etc.)
- Administration of Justice
- Aviation Technology
- Anthropology
- Art
- Astronomy
- Athletics
- Biology
- Business Office Technology
- Child Development
- Computer Graphics and Design
- Chemistry
- Communications
- Cosmetology
- Computer and Information Sciences
- Economics
- English
- Engineering
- English as a Second Language
- General Business
- Geography
- Geology
- Health Education
- History
- Journalism
- Math
- Music
- Physical Education
- Philosophy
- Physics
- Political Science
- Psychology
- Sociology
- Spanish
- Theater
- Other [Please Specify: ___________________________]
Worksheet 2 (Community Education)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Classes</td>
<td></td>
</tr>
<tr>
<td>Health and Fitness Classes</td>
<td></td>
</tr>
<tr>
<td>Motorcycle Training</td>
<td></td>
</tr>
<tr>
<td>On-Line Classes</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Drawing/Painting</td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td></td>
</tr>
<tr>
<td>Personal Enrichment Classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Notary Public</td>
<td></td>
</tr>
<tr>
<td>Medical Spanish</td>
<td></td>
</tr>
<tr>
<td>Sign Language</td>
<td></td>
</tr>
<tr>
<td>Gardening</td>
<td></td>
</tr>
<tr>
<td>Real Estate</td>
<td></td>
</tr>
<tr>
<td>Programs for Youths</td>
<td></td>
</tr>
<tr>
<td>Other [Please Specify: _______________________]</td>
<td></td>
</tr>
</tbody>
</table>
Gavilan College
Focus Group Recruitment Screener
August 2003

Respondent
Name: __________________________________________ Scheduled time:________________

Address: ________________________________________ Work #: ______________________

City:____________________________________________ Home #:______________________

Zip: ____________________________________________ Recruit date: __________________

Recruiter
Name:__________________________________________ Recruit time:__________________

Ed. Name: __________________________ Time:______________

Quotas

<table>
<thead>
<tr>
<th>Group</th>
<th>Quota</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>San Benito County-Spanish Dominant</td>
<td>Monday, August 18, 2003</td>
<td>6:00 p.m.</td>
</tr>
<tr>
<td>2</td>
<td>San Benito County-English Dominant</td>
<td>Monday, August 18, 2003</td>
<td>8:00 p.m.</td>
</tr>
<tr>
<td>3</td>
<td>Gilroy-Spanish Dominant</td>
<td>Tuesday, August 19, 2003</td>
<td>6:00 p.m.</td>
</tr>
<tr>
<td>4</td>
<td>Gilroy-English Dominant</td>
<td>Tuesday, August 19, 2003</td>
<td>8:00 p.m.</td>
</tr>
<tr>
<td>5</td>
<td>Morgan Hill/San Martin-Spanish Dominant</td>
<td>Thursday, August 21, 2003</td>
<td>6:00 p.m.</td>
</tr>
<tr>
<td>6</td>
<td>Morgan Hill/San Martin-English Dominant</td>
<td>Thursday, August 21, 2003</td>
<td>8:00 p.m.</td>
</tr>
</tbody>
</table>
**Screener**

1. **Hello, may I please speak with the male or female head of the household?**
   - Yes 1 CONTINUE
   - No 2 THANK AND TERMINATE
   - Not available 3 ARRANGE CALLBACK

2. **My name is ______________, and I’m calling from Q & A Research, a local opinion research company. We will be conducting group discussions or focus groups in your community, and we’re looking for people to come and share their opinions. It will take approximately two hours of your time and you will be paid $60 in cash for participating. The purpose of these focus groups will be to learn more about the opinions, concerns and needs of (Gilroy/ San Benito County / Morgan Hill-San Martin) residents like you. This discussion is for research purposes only. No one will recontact you as a result of your participation, and all information will be kept confidential.**
   - May I ask you a few questions to see if you are able to participate?
     - Yes 1 CONTINUE
     - No / refused to continue 2 THANK AND TERMINATE
     - Not convenient time 3 ARRANGE CALLBACK

2a. **Do you consider yourself . . . (READ LIST)?**
   - White/Caucasian 1 SKIP TO Q.3 RECRUIT FOR ENGLISH
   - African-American 2 SKIP TO Q.3 RECRUIT FOR ENGLISH
   - Asian or Pacific Islander 3 SKIP TO Q.3 RECRUIT FOR ENGLISH
   - Hispanic/Latin American/ Puerto Rican/Cuban 4 SKIP TO Q.3 RECRUIT FOR SPANISH
   - Native American 5 SKIP TO Q.3 RECRUIT FOR ENGLISH
   - Mixed race, or
   - Some other ethnicity (SPECIFY:________) 8 CONTINUE
   - Refused 9 THANK AND TERMINATE

2b. **Are you of Hispanic or Latin origin?**
   - Yes 1 RECRUIT FOR SPANISH GROUPS
   - No 2 RECRUIT FOR ENGLISH GROUPS
   - Don’t know / refused 9 THANK AND TERMINATE
2c. What language do you feel most comfortable speaking? (DO NOT READ LIST)

<table>
<thead>
<tr>
<th>Language</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1</td>
<td>VERIFY Q.3 RECRUIT FOR ENGLISH</td>
</tr>
<tr>
<td>Spanish</td>
<td>2</td>
<td>VERIFY Q.3 RECRUIT FOR SPANISH</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>THANK AND TERMINATE</td>
</tr>
<tr>
<td>Refused</td>
<td>9</td>
<td>THANK AND TERMINATE</td>
</tr>
</tbody>
</table>

3. What language is spoken most often in your household? Would you say you (READ LIST)?

<table>
<thead>
<tr>
<th>Language Description</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak English only</td>
<td>1</td>
<td>RECRUIT FOR ENGLISH GROUPS</td>
</tr>
<tr>
<td>Speak mostly English</td>
<td>2</td>
<td>RECRUIT FOR ENGLISH GROUPS</td>
</tr>
<tr>
<td>Speak both English and Spanish equally</td>
<td>3</td>
<td>RECRUIT FOR LANGUAGE AT Q.2c</td>
</tr>
<tr>
<td>Speak mostly Spanish, or</td>
<td>4</td>
<td>RECRUIT FOR SPANISH GROUPS</td>
</tr>
<tr>
<td>Speak Spanish only</td>
<td>5</td>
<td>RECRUIT FOR SPANISH GROUPS</td>
</tr>
</tbody>
</table>

**INTERVIEWER NOTE:** CAN RECRUIT UP TO 2 HISPANIC RESPONDENTS PER ENGLISH DOMINANT GROUP (Q.2C/3). IN MOST CASES LANGUAGE DOMINANCE SHOULD BE DETERMINED BY Q.2C

4. Are you currently a resident of (Gilroy/San Benito County/Morgan Hill-San Martin)?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>THANK AND TERMINATE</td>
</tr>
<tr>
<td>Don’t know / refused</td>
<td>9</td>
<td>THANK AND TERMINATE</td>
</tr>
</tbody>
</table>

5. How long have you lived in (Gilroy/San Benito County/Morgan Hill-San Martin)? [READ LIST]

<table>
<thead>
<tr>
<th>Duration Description</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than six months</td>
<td>1</td>
<td>CONTINUE (No more than 1 per group)</td>
</tr>
<tr>
<td>Six months to less than one year</td>
<td>2</td>
<td>CONTINUE (No more than 2 per group)</td>
</tr>
<tr>
<td>1 year to less than 3 years</td>
<td>3</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>3 years to less than 5 years, or</td>
<td>4</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>More than 5 years</td>
<td>5</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Refused</td>
<td>9</td>
<td>THANK AND TERMINATE</td>
</tr>
</tbody>
</table>

6. Are you aware of any community/junior colleges in your area?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>SKIP TO QUESTION 8</td>
</tr>
<tr>
<td>Don’t know / refused</td>
<td>9</td>
<td>SKIP TO QUESTION 8</td>
</tr>
</tbody>
</table>
7. Which community/junior colleges in your area have you heard of? [UNAIDED- DO NOT READ]

8. [FOR EACH NOT MENTIONED IN Q.7 ASK:] I am going to read the names of some community/junior colleges in your area. Please let me know if you have you heard of any of them. [READ LIST]

<table>
<thead>
<tr>
<th></th>
<th>Q.7 (Unaided)</th>
<th>Q.8 (Aided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Cabrillo College</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>b. DeAnza College</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>c. Evergreen College</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>d. Foothill College</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>e. Gavilan College</td>
<td>5*</td>
<td>5*</td>
</tr>
<tr>
<td>f. Hartnell College</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>g. Monterey Peninsula College</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>h. Other (SPECIFY:________________)</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>i. None</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

*IF UNAWARE OF GAVILAN COLLEGE AT Q.7 OR Q.8, THANK AND TERMINATE

9. Overall, how familiar are you with Gavilan College? Would you say . . . (READ LIST)?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Familiar</td>
<td>4</td>
</tr>
<tr>
<td>Somewhat Familiar</td>
<td>3</td>
</tr>
<tr>
<td>Not too familiar, or</td>
<td>2</td>
</tr>
<tr>
<td>You just know the name</td>
<td>1</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Refused</td>
<td>9</td>
</tr>
</tbody>
</table>

10. Have you, or any member of your family, ever taken classes or been enrolled as a student at Gavilan College?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

11. Have you ever attended any of the following types of events at Gavilan College? (READ LIST)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sports</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>b. Drama/Music/Arts</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>c. Special Lectures</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
</tbody>
</table>
12. Which of the following describes your age group? (READ LIST. RECRUIT A MIX)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>1 THANK AND TERMINATE</td>
</tr>
<tr>
<td>18 – 24</td>
<td>2 CONTINUE</td>
</tr>
<tr>
<td>25 – 34</td>
<td>3 CONTINUE</td>
</tr>
<tr>
<td>35 – 44</td>
<td>4 CONTINUE</td>
</tr>
<tr>
<td>45 – 54</td>
<td>5 CONTINUE</td>
</tr>
<tr>
<td>55 – 64, or</td>
<td>6 CONTINUE (No more than 1-2 per group)</td>
</tr>
<tr>
<td>65 or over</td>
<td>7 CONTINUE (No more than 1-2 per group)</td>
</tr>
<tr>
<td>Refused</td>
<td>9 THANK AND TERMINATE</td>
</tr>
</tbody>
</table>

13. What is the highest level of education that you have had the opportunity to complete? (READ LIST. TRY TO RECRUIT AT LEAST 4-5 WITH SOME COLLEGE OR MORE)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some grade school or high school</td>
<td>1 CHECK QUOTA</td>
</tr>
<tr>
<td>High school graduate</td>
<td>2 CHECK QUOTA</td>
</tr>
<tr>
<td>Some college</td>
<td>3 CONTINUE</td>
</tr>
<tr>
<td>Technical or business school</td>
<td>4 CONTINUE</td>
</tr>
<tr>
<td>College graduate, or</td>
<td>5 CONTINUE</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>6 CONTINUE</td>
</tr>
<tr>
<td>Refused</td>
<td>9 THANK AND TERMINATE</td>
</tr>
</tbody>
</table>

14. Do you, or does any member of your family, work in any of the following types of industries? (READ LIST.)

<table>
<thead>
<tr>
<th>Industry</th>
<th>Yes</th>
<th>No</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Marketing</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>b. Market Research</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>c. Advertising/Public Relations</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>d. Any educational organization such as</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>a public/private school or College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. A public sector organization such as</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>a City or County agency</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(IF “YES” or “DON’T KNOW” TO ANY AT Q.14, THANK AND TERMINATE.)

15. Have you participated in any kind of group panel discussion, focus group, or individual interview for market research purposes in the past six months?

<table>
<thead>
<tr>
<th>Participation Status</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1 THANK AND TERMINATE</td>
</tr>
<tr>
<td>No</td>
<td>2 CONTINUE</td>
</tr>
<tr>
<td>Don’t know / refused</td>
<td>9 THANK AND TERMINATE</td>
</tr>
</tbody>
</table>
16. Do you work: [RECRUIT MOSTLY EMPLOYED]

Full-time 1 CONTINUE
Part-time 2 CONTINUE
Retired 3 SKIP TO Q.18 (No more than 1-2 per group)
Not employed outside the home 4 SKIP TO Q.18 (No more than 1-2 per group)

17. What is your occupation?

________________________________________________________________________

18. Which category best describes your total annual household income before taxes? Would you say it is (READ LIST)? [RECRUIT A MIX]

Under $20,000, 1
$20,000 to less than $35,000, 2
$35,000 to less than $50,000 3
$50,000 to less than $75,000 4
$75,000 to less than $100,000, or 5
$100,000 or more 6
-------------------------------------------------------
Refused 9

19. ARTICULATION SCREEN: What are the most important issues facing your community today? [Please make sure respondent is able to verbalize their thoughts. Respondent must be able to communicate in a clear and understandable manner.]

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

20. INTERVIEWER RECORD GENDER: [RECRUIT A MIX]

Male 1
Female 2
21. We would like to invite you to participate. Would you be willing to participate in a focus group discussion?

Yes, willing 1 CONTINUE
No, not willing 2 THANK AND TERMINATE

IF DESCRIPTION NEEDED:
Focus groups are informal discussions that allow individuals to express their opinions about a particular topic. A moderator will have questions for you, there are no right or wrong answers, your opinions regarding the new product will help us to develop new products and services that suit your needs best.

The discussion group will last approximately 2 hours and will be held at Gavilan College in (Gilroy, Hollister or Morgan Hill). Please be assured that this is a research study and not a sales pitch. The interview is scheduled for Monday, August 18th, Tuesday, August 19th, or Thursday August 21st. As a thank you for participating, you will be paid **$60.00 in cash.** Would you be interested in participating?

Yes 1 CONTINUE
No 2 THANK AND TERMINATE

*The group will be held at:*
**Monday, August 18th**
Gavilan College
365 Fourth Street
Hollister, CA  95023

**Tuesday, August 19th**
Gavilan College
5055 Santa Teresa Boulevard
Gilroy, CA  95020

**Thursday, August 21st**
Gavilan College
17060 Monterey Street
Morgan Hill, CA  95037

ON: (  ) Monday, August 18, 2003  (San Benito County Residents)
(  ) Tuesday, August 19, 2003  (Gilroy Residents)
(  ) Thursday, August 21, 2003  (Morgan Hill-San Martin Residents)

AT: (  ) 6:00 p.m.  [Spanish Dominant Residents]
(  ) 8:00 p.m.  [English Dominant Residents]
Thank you for your participation in this survey. I want to assure you that you will not be contacted or put on a mailing list as a result of your participation.

We request that you plan on arriving at least ten to fifteen minutes before the group is to begin so that you can get something to drink and be comfortable before we start. We do require that you attend the entire session and not arrive late or leave early, as this may affect the outcome of the research.

We will be mailing a confirmation letter and map to you in the next couple of days and we’ll call you the night before the group to confirm your participation. If you have any questions or need to cancel your appointment, please call Peggy at (800) 210-1525 x 209. I will send you a note confirming the appointment and a map that will make it easy to find us. Now I need to get the exact spelling of your name and your address.

Thank you for your willingness to participate, we look forward to meeting with you:

ON: ( ) Monday, August 18, 2003 (San Benito County Residents)
( ) Tuesday, August 19, 2003 (Gilroy Residents)
( ) Thursday, August 21, 2003 (Morgan Hill-San Martin Residents)

AT: ( ) 6:00 p.m. [Spanish Dominant Residents]
( ) 8:00 p.m. [English Dominant Residents]