



Community College Education
for the
Mahoning Valley:
Assessment and Planning

A Report to the Youngstown State University
Board of Trustees

June 19, 2007

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**Community College Education
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Assessment and Recommendations**
Executive Summary
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Introduction

Community colleges are quite popular in large part due to the perception of quality and affordability. In fact, over the past fifteen years, the largest growth in higher education in Ohio has occurred at the community college level. Although Youngstown State University (YSU) has 25 two-year programs, the question of expanding two-year programming has been under discussion at various times during the past 30 years. This report summarizes the results of the feasibility study.

Establishing the Need for a Community College: Research and Results

A phone survey of 700 Mahoning Valley 18- to 49-year-olds, in-depth interviews of 57 community leaders, a mail out survey returned by 200+ business leaders, and a mail out survey returned by 400 YSU faculty and staff were used as the primary evaluative instruments in establishing educational need. In addition, background research was also developed and analyzed.

All of the research results clearly indicate that a community college is needed in the Mahoning Valley. According to the community survey, 77% of 18- to 49-year-olds see a need for a community college and 47% are likely to attend a community college. All groups surveyed believe that a community college would help to improve the Mahoning Valley's economy. Higher wages were a key factor with 96% of business leaders and 88% of 18- to 49-year-olds agreeing that community colleges would result in an increase in wages for graduates. Seventy-five percent of business leaders said they have positions available where a two-year degree is appropriate.

Meetings with all constituent groups convey, and survey results show, there is growing support from all levels of the community for a Mahoning Valley Community College. Seventy-seven percent of 18- to 49-year-olds, 64% of business leaders, and 64% of community leaders see the need for the community college. In addition, Congressman Tim Ryan, State legislators, local politicians, and community leaders are ready to offer their support.

Financing a Community College

One area of vital concern to the success of a community college and, for that matter, Youngstown State University's ability to form and operate a community college is cost.

The most successful community colleges in Ohio have tuition rates that are at or below \$100 per credit. In fact, the 2005-2006 average yearly cost (\$2,500) for tuition at a community college is significantly less than what a student would pay at a state supported community college (\$3,300), a technical college (\$3,800), a branch campus (\$4,800), or at Youngstown State University (\$6,300). The average yearly cost at one of Ohio's public universities is \$7,900.

To provide tuition rates that are comparable to community college pricing structures, the Mahoning Valley Promise (MVP) has surfaced as a financial model with great potential. The MVP would guarantee tuition and fees not to exceed \$3,000 a year (\$100 a credit hour) for Mahoning Valley freshmen and sophomores. The cost of the program is estimated to be \$6,500,000 per year. An increased enrollment of about 1,000 full-time students would offset this loss in revenue. In addition, securing support from the private sector and obtaining special financing from state and federal governments could also be used to fund this initiative. The other option is to seek public support through a tax levy.

Initial investigations into the question of a tax levy indicate that support is mixed. For example, in the phone survey of 18- to 49-year-olds, nearly 60% favored a "small tax" to start a community college. If tuition was free, 78% would support this tax. But, 97% of the civic leaders said that a tax was unlikely or not an option. This particular issue will need to be fully explored in the future, prior to moving forward with a levy proposal.

Educational Delivery Model

The Integrated Partnership Model, a hybrid between a stand-alone community college and a university satellite center, has surfaced as the most appropriate for this region. The administrative portion of the organization would be described as separate, but yet connected, to Youngstown State University. The organization would be charged with streamlining program development for two-year programs, strengthening image and marketing for two-year programs, and enhancing YSU partnerships with educational colleagues, businesses, labor, employers, and community groups. The idea of the partnership model is to strategically locate two-year programs at the site where there is high need.

Summary and Recommendations

Over the past 15 months, a great deal of progress has been made with regard to answering the community college question. A number of tasks, however, remain at this time. An additional six-month time frame is requested to engage in an ongoing discussion to reach a consensus with Chancellor Eric Fingerhut and the Ohio Board of Regents about how the delivery of two-year programs and the potential establishment of a "community college" best fits into the shared goal of increasing higher education attainment in the Mahoning Valley. When consensus is achieved, Youngstown State University will complete the planning process within six months.

Community College Education for the Mahoning Valley: Assessment and Planning

A report to the Youngstown State University
Board of Trustees

I. Historical Background and Project Initiation

Youngstown State University's mission is to provide open access to high-quality education through a broad range of affordable certificate, associate, baccalaureate, and graduate programs. In spite of the fact that Youngstown State University (YSU) has served the region with its two-year programs, significant discussion has occurred throughout the past 30 years with regard to the benefits of a community college in the Mahoning Valley.

Over the past fifteen years, the largest growth in higher education in Ohio has occurred at the community college level. Community colleges are quite popular in the state in large part due to the perception of quality and affordability. On March 31, 2006, after a presentation by Bruce Beeghly, secretary of the Ohio Board of Regents, the Youngstown State University Board of Trustees determined that a formal investigation into the benefits and risks of establishing a community college should be undertaken. For the past twelve months, YSU has explored the possibility of forming a community college in the Mahoning Valley.

To move forward with the formation of a community college, Youngstown State University must show a need for a community college, that there is internal and external support for a community college, and that a suitable model exists or can be created to deliver the services of a community college without damaging the economic viability of YSU.

Plan to Plan Committee

To spearhead the assessment, a small planning committee was appointed by President David Sweet, including: Cynthia Anderson, Vice President for Student Affairs; Robert Herbert, Provost; Tom Maraffa, Special Assistant to the President; and Nathan Ritchey (committee chair), Interim Associate Provost. The committee, called the "Plan to Planning Committee" developed a planning document to guide the process. Five criteria, whose truth must be confirmed, were identified in the plan as those needed for YSU to embark on the formation of a community college.

Criterion 1. The formation of a community college in the Mahoning Valley will help to increase the number of students enrolled in Ohio colleges and universities by 230,000 by the year 2015, as set forth by Governor Strickland.¹

Criterion 2. There is significant community/State support for the formation of a community college in the Mahoning Valley.

Criterion 3. Youngstown State University is prepared as an institution to engage in the process of forming and operating a community college.

Criterion 4. There exists a community college model that best fits Mahoning Valley and Youngstown State University.

Criterion 5. The formation of a community college is feasible for Youngstown State University.

Measurable Goals for the Project

- Increase higher education enrollment and attainment in the region
- Offer college level courses at community college prices
- Quickly respond to workforce needs in the region
- Improve marketing of current 2-year programs
- Achieve this within the constraints of the institution

Once the planning document was constructed, the planning committee began data collection, wrote grant proposals and secured funding to carry out a feasibility study, and surveyed other institutions for potential community college models. The committee also developed a communication plan to update internal and external constituents on the progress of the assessment. To expand ownership and to solicit help, in November 2006, the committee formed the Steering Committee to further investigate potential models, academic structure, articulation agreements, and collaborations with business and industry. The Steering Committee consisted of twenty-five people who represented Youngstown State University faculty and staff, community representatives, and political leaders. The Steering Committee was then divided into subcommittees to address each of the criteria. Each subcommittee was then expanded as necessary

II. The Mahoning Valley

The Mahoning Valley was once vibrant, with thousands of high-paying, low-skill jobs, strong companies, and excellent schools. In the past thirty years, most of the large manufacturers have either closed or moved to other parts of the world. As a result, the

¹ In a study prepared by the YSU Center for Urban and Regional Studies, this constitutes a combined increase in college enrollment of approximately 9,000 students for Columbiana, Mahoning, and Trumbull Counties.

unemployment rate remains high and the infrastructure of the surrounding communities is decaying. The regions' small family farms can no longer produce enough food to pay the bills. While higher education is generally regarded as the only means by which this community can revitalize its economy, public opinion and the public institutions have been slow to change.

Data consistently indicate that the United States, Ohio, and especially the Mahoning Valley must significantly increase the number of adult learners accessing and completing postsecondary education or training. To be successful in a 21st century technology-driven knowledge economy, future employees must be better trained. In addition, the barriers to postsecondary educational attainment created by poverty and economic class must be addressed, including cost, access, fear, and mode of delivery.

Overlapping missions between the increasingly parallel systems of education and training further increase barriers for learners. Instead of working together, education providers often compete for students, developing programs that largely mimic each other with no connection between educational experience and future educational opportunities. Students suffer as these educational "events" serve as endpoints rather than an impetus for future achievement. This model of competition is well established and thus poses significant challenges to the creation of a cooperative and aligned regional system.

This diverse region includes inner cities in Youngstown and Warren, rural Appalachia in Columbiana County, and suburbs in a region that has yet to regain its footing in the new economy. Regional data and educational attachment levels fall significantly below state average.

	Columbiana	Mahoning	Trumbull	Ohio
Unemployment Rate	7.3% (20% Above State Average)	7.4% (21% Above State Average)	7.5% (23% Above State Average)	6.1%
Per Capita Income	\$23,377 (22% Below State Average)	\$27,047 (10% Below State Average)	\$26,163 (13% Below State Average)	\$30,129
Poverty Rate	11.5% (8% Above State Average)	12.5% (18% Above State Average)	10.3%	10.6%

Source: 2000 Census of Population and Housing, U.S. Bureau of the Census, and Ohio Department of Development, August, 2003

A skilled workforce is the single strongest correlate of employment and earnings growth. But with more than 35 million low-wage working adults in the U.S., 1.5 million in Ohio, and 72,267 in the tri-county Mahoning Valley region (a staggering 18% of the adult workforce) having less than a high school education, a significant portion of the workforce is acutely in need of additional training and skills.

	Tri-county Region	
Did not go to college	246,462	61%
Did go to college	157,407	39%

Higher education enrollment has grown, but graduation has not kept pace. According to the report “*Behind the Curve*” (Policy Matters, 2006), Ohio needs 287,865 more residents with an associate degree or higher to meet the national average.

The opportunity to complete college is constrained by income both nationally and in Ohio. Nationally, three quarters of those from the top 25 percent of family income, one quarter from the next 25 percent and just 13 and 9 percent of 24-year olds from lower-middle and low-income families get their Bachelor’s Degree by age 24 (Policy Matters, 2006).

The Mahoning Valley currently ranks behind the state average in associate, bachelor’s and overall degree attainment. The following chart illustrates that the Mahoning Valley falls well short of the Ohio and national average, particularly in bachelor degree attainment. Associate degree completion is far behind comparable Ohio regions with strong community colleges. Given Ohio’s high public tuition and mediocre attainment levels when compared to the nation, the problem is magnified. After all, the Mahoning Valley needs to compete nationally and globally to recover economically; competing with the rest of Ohio is not good enough. Despite a large pool of potential students and graduates, only between one and two-fifths of 18- to 59-year-olds were enrolled in an institution of higher education in 2004 (2005 U.S. Census).

	% 25 or Older Bachelors +	% 25 or Older Associate	% 25 or Older Some college but no degree or less
Mahoning	18.8%	5.6%	75.6%
Trumbull	14.9%	6.5%	78.6%
Columbiana	11.9%	8.4%	79.7%
Ohio	23.3%	7.0%	69.7%
US	27.1%	7.4%	65.4%

While it is well documented that poverty creates major barriers to educational attainment, and that education is the single most guaranteed path towards higher income, institutions repeatedly fail to help the majority of students overcome the personal and societal obstacles created by chronic poverty. The ability to develop a comprehensive response to adult workforce education in a rapidly changing economy is quite a task that is significantly hindered by the systemic disconnects in Ohio's public postsecondary systems. There are education programs for entry level, associate degree, bachelor degree, and beyond, but they are poorly articulated, causing students to repeat materials learned elsewhere, or they are not responsive to the needs of business and industry. Although the legislature is trying to address this issue, State-level coordination, funding, and leadership are currently divided between the Ohio Department of Education (ODE) and the Ohio Board of Regents (OBOR), which does not allow for the development of adult workforce education and training that results in regional action. With modest additional training, many low-wage working adults would be able to get the skills and training they need to thrive in a modern economy. Hence, there exists a compelling need to bolster the capacity of post-secondary institutions to address regional workforce education needs.

The Mahoning Valley [Trumbull, Mahoning, and Columbiana Counties] must overcome educational deficits rapidly to compete in today's world. The Fund for Our Economic Future rated "having a skilled workforce" above all indicators of regional economic success, and ranked the Mahoning Valley near the very bottom nationally on this measure. With associate level jobs growing at double Ohio's overall job growth rate, the Mahoning Valley and the rest of the state must increase the supply of skilled technical workers, or those jobs will migrate out. Neither can withstand another period of losing good jobs and remain a shadow of what they were.

From a competitive standpoint, this study is also necessary. Youngstown State University—as other public and private institutions of higher education in this part of Ohio and western Pennsylvania are doing—must measure and respond to market demand for associate level programs. With two-year degrees now the standard for the fastest growing segment of the job market and offering very respectable salaries, the Mahoning Valley needs vastly expanded two-year offerings. YSU can and should be at the forefront of the movement to meet those critical needs. In just the past year, a number of institutions have mounted a strong offensive along the borders of the Mahoning Valley. Butler County Community College has begun construction of a new site in Lawrence County, just South of the Mahoning County line. The plan is to offer college coursework to Mahoning Valley students for roughly half of the YSU tuition. This same community college also has established a site in Mercer County and it has even crossed into Trumbull County high schools.

The absence of a bona fide community college in the Mahoning Valley further hinders access to postsecondary education. Youngstown State University is expected to serve in this capacity, but struggles within the framework of a four-year University mission. In line with the Governor's goal of increasing the number of Ohioans with a college degree to more than 230,000 and increasing the graduation rate among those who start college

by 20%, the Mahoning Valley must enroll thousands of new, non-traditional students, and many of them will be working. A lower cost, more convenient college, catering to part-time as well as full-time students' needs and matriculation patterns, would obviously increase enrollment.

Rather than replicating the duplication and competition issues, Youngstown State University and its partner Career and Technical Centers, businesses, and high schools could develop and pilot a new vision of systemic alignment to meet the needs of adult learners and promote degree attainment by underserved residents.

III. Establishing the Need for a Community College: Research and Design

Youngstown State University, with Burges & Burges Strategists and Triad Research Group, assessed need and feasibility factors with respect to bringing a community college to the Mahoning Valley. YSU took the initiative to increase workforce skills, educational attainment, and economic development in the Valley. With 25 associate-level programs, a commitment to low tuition and open admissions, and standing as the clear first choice for higher education in the region, YSU was the appropriate institution to take this initiative from the perspective of progress.

Using Criterion 1 as a metric for establishing need for a community college, a needs assessment was carried out. Burges and Burges Strategists were contracted to coordinate the process. Need was measured not only by comparing local educational attainment and economic indicators with other comparable regions, but also by surveying the needs, concerns, and opinions of four groups of stakeholders including:

- A phone survey of 700 Mahoning Valley 18- to 49-year-olds
- In-depth interviews of 57 community leaders
- A mail out survey returned by 200+ business leaders
- A mail out survey returned by 400 YSU faculty and staff

In addition, background research was also developed including:

- Economic “dashboard” and public opinion data [Fund for Our Economic Future]
- Higher education enrollment and attainment data [U.S. Census and OBOR]
- Higher education performance data [OBOR]
- Potential partnership analysis [Direct YSU planning discussions]
- Community leadership support [Meetings with key public and private leaders]
- Program availability [Inventory existing educational programs]

Research was conducted by Burges & Burges Strategists, TRIAD Research Group, and YSU's Public Service Institute from January to May 2007, under the direction of Nathan P. Ritchey, Interim Associate Provost.

IV. Summary of Survey Results

All of the research results clearly indicate that a community college is needed in the Mahoning Valley. The following paragraphs provide a summary of the data that was collected. For a more complete rendering of the results, the research instruments, and collected data, review the appendices of this document. Other data analyses are available upon request.

The research shows there is a potential to increase the number of students enrolled in the higher education system. According to the community survey, 77% of 18- to 49-year-olds see a need for a community college and 47% are likely to attend a community college. If this number holds true, 97,872 more students could be enrolled in a community college, 49,436 more students if only half were to enroll.

Stated demand statistics may reflect people's best intentions, but an increased enrollment of 9,000 students will mathematically meet the calculated share of the Governor's 230,000-student goal. Of course, that would still leave the Mahoning Valley far behind the rest of the state. When 93% of survey respondents said that more people would attend college if the community college was half the university price, the room for tremendous growth is obvious. The need for lower-priced education is clear.

All groups surveyed believe that a community college would help to improve the Mahoning Valley's economy. Higher wages were a key factor with 96% of business leaders and 88% of 18- to 49-year-olds agreeing that community colleges would result in an increase in wages for graduates.

In addition, community college graduates would have jobs available to them. Seventy-five percent of business leaders said they have positions available where a two-year degree is appropriate and 65% said they are willing to help them pay for that degree by offering some type of tuition reimbursement. Internally, YSU faculty and staff also strongly indicated that more associate programs would help the Valley's economy.

One measure of the realism of consumer studies occurs when various sources provide similar data. When each group was asked about the fields in which they saw job growth, and the areas people would study, the results were remarkably consistent. And although some of these programs exist in the three-county area, they are not turning out the number of graduates one would find in the Miami Valley [Sinclair], in Greater Toledo [Owens], or even smaller regions with smaller community or technical colleges.

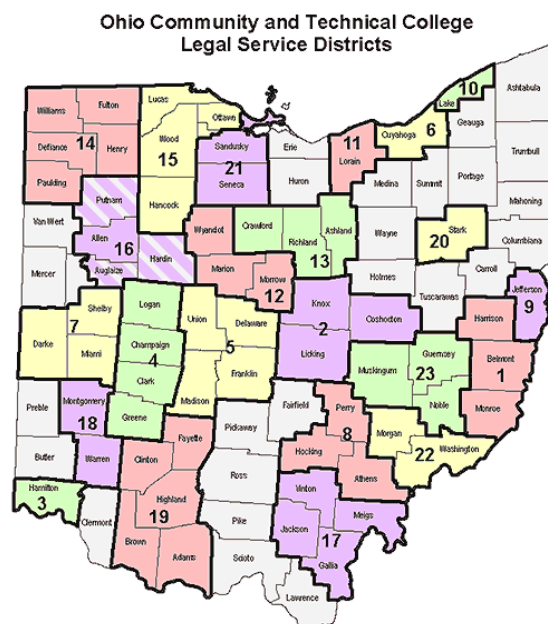
Continuing on that dimension, 18- to 49-year-olds gave several reasons for why they would attend a community college as follows.

- Start the first two years of college (31%), upgrade job skills, or a technical degree (29%), work towards a bachelor's (22%), or master's (18%)
- Credits transfer (81%), there's a wide variety of classes (85%), technical training is available (79%), and many professors with real world experience are teaching the classes (75%)
- Starting salary is comparable to 4-year graduates (73%)
- Community college provides a new chance at college (84%)

Almost all groups with less than a 4-year degree indicated strong interest in attending a quality local community college with low tuition. Those who said they were most likely to attend included minority group members (79%), individuals ages 19 to 24 (62%), and unemployed people (59%). A Mahoning County Community College would provide underserved populations a chance at an affordable college education and increase college attainment levels in the Valley. Both are desperately needed.

V. Comparison Statistics of Community Colleges

There are currently 23 community and technical colleges in Ohio that cover 60 counties in Ohio. The Mahoning Valley is the only metropolitan region without a major community college. Given that community colleges serve more than half of Ohio's undergraduates at convenient locations with affordable tuition, that absence of a community college in this region gives reason to investigate whether a community college would have the same affect in the Mahoning Valley. Note the striking absence of the existence of a community college, illustrated by the color gray, in North East Ohio in the following chart of community colleges in Ohio.



These community colleges serve more than half of Ohio’s undergraduates. They create increased access for all with convenient locations, affordable tuition and fees, dedication to *both* full- and part-time students, and responsiveness to diversity. By providing affordable up-to-date training in critical job fields, strong technical education, and quality transfer programs, community colleges are making a difference in each community.

The number of students enrolled in higher education appears to be much higher in communities that have an established community college. A comparison with higher education enrollment trends in communities that are similar to the Youngstown metropolitan region show that community colleges are very attractive to students, as illustrated in the following chart.

Youngstown

	Two Year	YSU	Total
1995	3,362	13,089	16,451
2004	4,309	13,166	17,475

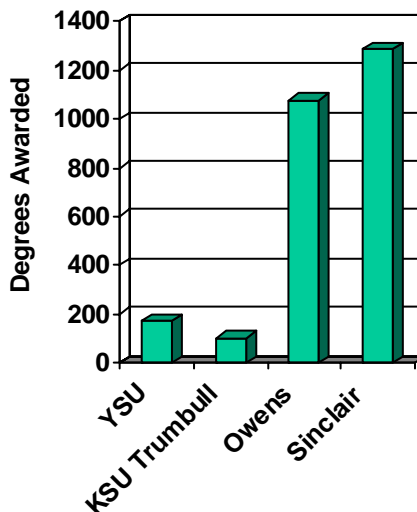
Toledo

	Two Year	U of Toledo	Total
1995	11,393	21,248	32,641
2004	18,806	19,675	38,481

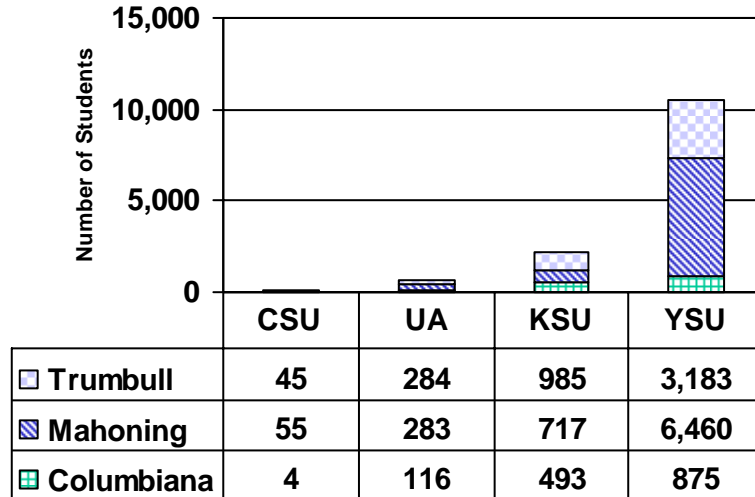
Dayton

	Two Year	Wright State U	Total
1995	25,284	14,745	40,029
2004	30,093	16,207	46,300

A comparison of the number of Associate degrees awarded from the Valley’s institutions are a fraction of what other community colleges have, despite their smaller service areas. According the 2006 OBOR Performance Report, Youngstown State University and Kent State Trumbull had significantly lower production of Associate degrees than Owens Community College and Sinclair Community College, as illustrated by the following chart.



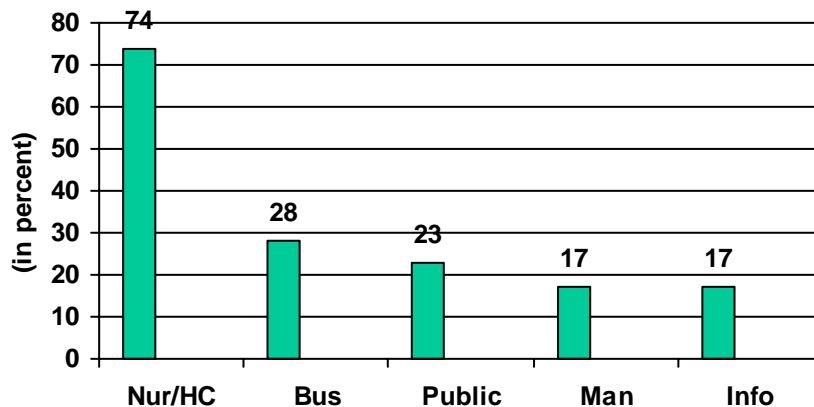
Youngstown State University remains the number one choice for higher education in the Mahoning Valley. The following chart illustrates this fact.



VI. Need for Two-Year Programs

The perceptions of the participating research groups are consistent with the realities of job growth for Ohio associate degree graduates. Respondents anticipate job growth in information and high technology careers, health care [especially nursing], manufacturing technology, transportation, skilled trades, and business careers such as marketing, food service and hospitality management. In many cases, although clearly not in exact proportion, these also reflect what potential 18- to 49-year-old students said they would study.

Responses to surveys indicate that additional two-year educational programs are currently needed in health care (especially nursing), information technologies, skilled trades, and foodservice. In fact, 74% of the people involved with the phone survey indicated a desire to pursue education in nursing or healthcare programs, as illustrated in the following chart.



The case that additional programs are needed in nursing is supported by estimates that Ohio will need more than 20,000 new RN's by 2010. The Youngstown/Warren Regional Chamber of Commerce has also identified advanced manufacturing, health care, and information technology as areas of employment growth and concentration in their "Jobs for Our Valley" initiative.

VII. Community and State Support

To satisfy Criterion 2, an analysis was carried out to measure the level of community and State support for the formation of a community college in Mahoning County. Meetings with all constituent groups and survey results consistently show that there is growing support from all levels of the community for a Mahoning Valley Community College. Seventy-seven percent of 18- to 49-year-olds, 64% of business leaders and 64% of community leaders see the need for the community college.

In addition, Congressman Tim Ryan, State legislators, local politicians, and community leaders are ready to offer their support. The numerous presentations given in the region during the past twelve months ended with enthusiastic support for the formation of a community college.

BUILD Mahoning Valley, a local business leadership group, has identified the community college as a top priority need in the region. Again, the assumptions are that a bright economic future demands a well-trained workforce and that this type of training is typically found at a community college.

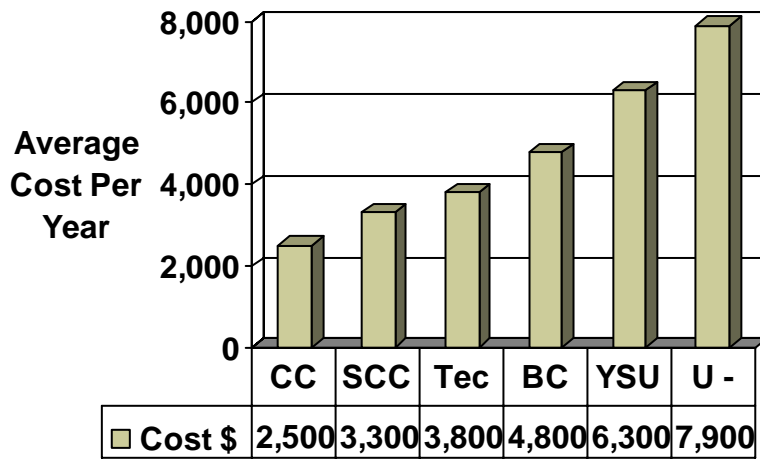
YSU has met with all area career and technical centers and a growing group of area school districts, who want to be partners in the project. As the project moves forward, this support will only grow. It is a key measure of the area's capacity for support.

Meetings with Eric Fingerhut, Chancellor of the Ohio Board of Regents, indicate his commitment to the establishment of a community college in this region. He has stated that it is one of his number one priorities as chancellor.

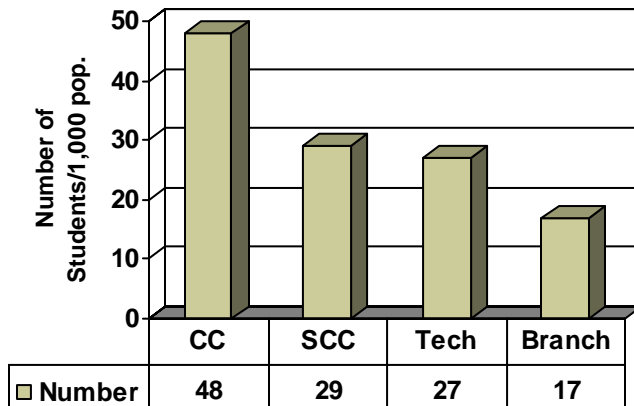
VIII. Financing a Community College

Criterion 3 addresses whether Youngstown State University is prepared as an institution to engage in the process of forming and operating a community college. Youngstown State University is a veteran provider of higher education. As such, it has twenty-five fully established two-year programs with seamless transition to existing four-year and graduate programs. Youngstown State University also has mature admissions offices, financial aid offices, student services, and advising. In this regard, Youngstown State University is very capable of expanding services to an increased population of two-year students.

One area of vital concern to the success of a community college and, for that matter, Youngstown State University's ability to form and operate a community college is cost. Price matters! The most successful community colleges in Ohio have tuition rates that are at or below \$100 per credit. As the following chart shows, the 2005-2006 average yearly cost for tuition at a community college (CC) is significantly less than what a student would pay at a state supported community college (SCC), a technical college (Tech), a branch campus (BC), Youngstown State University (YSU), or at the average Ohio public university.



The next chart shows the number of students per 1,000 population attending a community college (CC) is significantly less than the number of students attending a state supported community college (SCC), a technical college (Tech), or a branch campus (BC). The two charts imply that there is an inverse relationship between cost and number of students who choose to attend that type of college.



To effectively establish a true community college, Youngstown State University will have to address the difference in the cost of tuition that exists between institutions. This leads to the immediate problem of how to maintain fiscal responsibility and viability at YSU while driving down tuition for the students who enroll at the community college. Youngstown State University would surely lose revenue from the reduced tuition. There is also a fairness issue with regard to equal treatment of students and how they are billed. One way to approach this problem is to reduce tuition for all students from the Mahoning Valley who attend either Youngstown State University or the community college during the first two years. This initiative, which has been called the Mahoning Valley Promise is stated as follows.

The Mahoning Valley Promise will guarantee that every student from the Mahoning Valley who chooses to attend Youngstown State University (or any partner institution) will pay no more than \$3,000 per year inclusive of all costs and fees for the first and second year of college.

If Youngstown State University ALONE were to guarantee tuition not above \$3,000 a year (\$100 a credit hour) for freshmen and sophomores from the Mahoning Valley, YSU would lose \$6,500,000 per year in revenue. Increasing enrollment by about 1,000 full time students would offset the loss in revenue, requiring a much stronger marketing of all programs. Of course, the guarantee would be very attractive to students and their parents and would garner national attention.

The Mahoning Valley Promise would guarantee that YSU students and students from any partner institutions (partnerships will be discussed later on in this document) will pay a maximum price of \$100 per credit hour during their first two years of college. This implies that the promise will promote higher education at not only the newly established community college, but at YSU itself. The Mahoning Valley Promise would allow YSU to organize all partners so that students could attend any institute of higher learning in the valley for one price and still move on to a higher degree at any 4-year university. In addition, timely programmatic development would be a central concern to keep up with economic and market demands. The increase of students through the change in tuition along with the partnering of institutions would greatly contribute to the Mahoning Valley's economic revitalization. The low tuition guarantee would bring back people to the region. Public and private support would be required to subsidize low tuition, at least initially.

The origination of the Mahoning Valley Promise extends from the fact that Youngstown State University students have many opportunities to receive grants and financial aid. For example, of the \$26,000,000 revenue generated in 2005 by first- and second-year students from Mahoning and Trumbull Counties, nearly \$13,000,000 came from "gift aid," which is comprised of financial aid and scholarship funds that students never have to repay. These same students enrolled in nearly 130,000 hours of YSU coursework. This implies that students from Mahoning and Trumbull counties currently pay only \$100 per credit, on average, for their first two years of college coursework. This is a splendid

discovery to realize that YSU students are currently paying far less than the nearly \$300 per credit sticker price of education. It is also a testament to the YSU Financial Aid Office and the YSU Foundation for making these funds available to students.

The Mahoning Valley Promise simply makes the average cost, the maximum cost for Mahoning Valley students in their first two years. The projected loss was calculated by a simulated “rebilling” of the students using the Mahoning Valley Promise. The key to making up the loss is to increase enrollment, secure support from the private sector, and to seek special financing from the State and Federal governments. The other option is to seek public support through a tax levy. Note that seven community colleges in Ohio currently have local tax support.

Initial investigations into the question of a tax levy indicate that support is mixed. For example, in the phone survey of 18- to 49-year-olds, nearly 60% favored a “small tax” to start a community college. Seventy-eight percent would support this tax if tuition was free. But, 97% of the civic leaders said that a tax was unlikely or not an option. Although support for a tax may be limited at this time, the need for community college education in the Mahoning Valley is well understood by the public, the business community, civic leaders, and public officials. Several key institutional partners, including the four area career and technical centers, Jefferson Community College, and the school districts, are ready to collaborate. These are signs that capacity to support expanded offerings exists and that a future tax may have the ground-level support network necessary to succeed. This particular issue will need to be fully explored in the future, prior to moving forward with a levy proposal.

Obviously, the public supports lower tuition. When 18- to 49-year-olds were told that tuition was half or less than a university, reports of likely attendance skyrocketed. *Having community college classes within 30 minutes of students’ homes was also seen as vital for increasing attendance. This implies that a comprehensive community college plan must include multiple program delivery sites.*

The Mahoning Valley Promise would increase access for all, not only just the two-year aspirants. It will greatly contribute to the Mahoning Valley’s economic revitalization. It has the potential to bring people back to the region and into higher education.

IX. Structure of a Community College

Criterion 4 focused on whether a feasible educational model to administer and deliver two-year programs by a university that also operates a community college exists or could be developed. Several educational delivery models were examined in this study. The two most general models can be described as a stand-alone community college or a community college that is housed within the academic structure of the university.

The model that appears to best suit the needs for the Mahoning Valley has been called the Integrated Partnership Model. This particular model is a hybrid between the two models

mentioned on the previous page. In this model, Youngstown State University would create an operating organization to manage current two-year programs, develop new programs based on community and business needs, and to contract with other institutions of higher education to deliver educational programs as appropriate. The administrative portion of the organization would be viewed as separate, but yet connected to Youngstown State University. By law, the community college would have its own board of trustees and chief academic officer. It would also have the ability to contract with Youngstown State University departments and units for services.

The organization would focus its mission on access and success. It would also be charged with streamlining program development for two-year programs, strengthening image and marketing for two-year programs, and enhancing YSU partnerships with educational colleagues, businesses, labor, employers, and community groups.

At this point, discussions with the four area career and technical centers have led to the conclusion that there are many opportunities that exist for win-win partnerships between the institutions. The career centers are interested in developing two-year programs jointly with YSU. For example, a joint project for establishing an RN program with the Mahoning County Career and Technical Center has unlimited potential and support. Another outstanding opportunity is a partnership with the Choffin Career Center, which has the facilities and a graduate level instructor, to form a two-year program in culinary arts. This partnership has already started and has even connected with plans for the Wick Pollack Inn. *The idea of the partnership model is to strategically locate two-year programs at the site where they are most needed. The integrated partnership model will permit the most creative, efficient, and effective use of financial, structural, and human resources of the Mahoning Valley.*

To establish a true community college that has the potential to contribute to the revitalization of the community, the structure must have the capacity to offer competitive tuition for first and second year students as part of either the Mahoning Valley Promise or some other financial package.

X. The Formation of a Community College

The final criterion for discussion is Criterion 5, which states that the formation of a community college is feasible for Youngstown State University. At this point, it is clear that there is a need for a community college in the Mahoning Valley. There is also evidence to illustrate strong community support for this endeavor and that a suitable educational delivery model has been developed. Although a financial model has been identified, to proceed with establishing a community college, Youngstown State University must secure the financing necessary to deliver the first two years of college at community college prices.

In recent meetings with the Ohio Board of Regents Chancellor, Eric Fingerhut, he indicated his agreement that the Mahoning Valley needs a community college. He even

went as far as stating that establishing a community college in the Mahoning Valley was one of his top priorities. At the present time, conversations between Youngstown State University and the Ohio Board of Regents, Chancellor Fingerhut in particular, to determine the specific role that YSU shall have in establishing a community college in the Mahoning Valley are ongoing. Once these conversations conclude, Youngstown State University will be better prepared to make the final decision as to whether to proceed with plans to establish a community college in the Mahoning Valley.

XI. Summary and Recommendations

Over the past 15 months, a great deal of progress has been made with regard to answering the community college question. A number of questions, however, remain unanswered at this time. This is partially due to the changes in the structure and leadership of the Ohio Board of Regents. It is also due to the financial challenges faced by higher education today and with the level of importance of the question that has been asked. The following recommendations are thereby proposed.

Recommendations to the Board of Trustees

1. Youngstown State University will engage in an ongoing discussion to reach a consensus with Chancellor Eric Fingerhut and the Ohio Board of Regents about how the delivery of two-year programs and the potential establishment of a “community college” best fits with the shared goal of increasing higher education attainment in the Mahoning Valley and the long term mission of Youngstown State University; the Strategic Plan for Higher Education in Ohio to be developed by the Chancellor; and the recommendations of the North East Ohio Higher Education Study Commission for Innovation and Collaboration. Our goal is to complete this process in six months.
2. When consensus is achieved, Youngstown State University will complete the planning process within six months to include:
 - a. Determining viability and source(s) of funding for the Mahoning Valley Promise, including a feasibility study of the likelihood of establishing a local tax to fund a community college.
 - b. Establishing articulation agreements and partnership conditions for higher education partners.
 - c. Completing administrative details of the Integrated Partnership Model.
 - d. Working with county commissioners from Mahoning, Trumbull, and possibly Columbiana counties to establish a Mahoning Valley Community College District.
 - e. Returning to the YSU Board of Trustees with a final recommendation.

APPENDIX I – Summary of Surveys

Summary of Surveys Regarding a Potential Mahoning Valley Community College and the Need for Additional Associate & Certificate Programs

Regarding the need for a community college in the Mahoning Valley and/or the need for additional associate and certificate programs, during the early Spring of 2007 four instruments were used to obtain feedback from various sectors of the community. These instruments included:

1. a phone survey conducted with 700 Valley citizens;
2. an interview script completed with 57 community leaders;
3. a survey sent to 415 business leaders and received from over 200;
4. a survey sent to over 1100 YSU employees and received from over 400.

A copy of each of the four instruments is attached. Results follow.

Recent initiatives of the **Fund for Our Economic Future** contribute to the context for a discussion of the surveys noted above. The Fund, supported by over \$60,000,000 from regional philanthropies, is focused on enhancing economic development in Northeast Ohio.

As part of its strategy to foster economic development in Northeast Ohio, the Fund employed the W.E. Upjohn Institute and Kleinhenz & Associates to create the “Dashboard Indicators for the Northeast Ohio Economy” (*see <http://www.futurefundneo.org/page10474.cfm>*). Through statistical analyses that compare the realities of metropolitan regions with growing economies to the realities of other metropolitan regions (*looking at a total of 118 regions*), the Dashboard identifies eight indicators that drive growth in jobs, output, worker productivity, and per capita income. **The first indicator of economic development is a skilled workforce.**

The Youngstown-Warren region ranks near the bottom among 118 regions on “skilled workforce”, and also ranks near the bottom on all four major outcome measures of the Dashboard.

<u>Youngstown-Warren Ranking Out Of 118 Regions</u>	
<u>Item</u>	<u>Y-W Ranking</u>
Skilled Workforce	113
Change in Employment 1994-2004	116
Change in Output 1994-2004	117
Change in Productivity 1994-2004	106
Change in Per-Capita Income 1994-2004	98

The indicator of “Skilled Workforce” includes “percent of the population with bachelor and graduate degrees”. Only 16% of Valley (Columbiana, Mahoning and Trumbull Counties) adults have at least a bachelor’s degree. This compares to a national average of 27%. The focus of the present report --associate degrees and one-year certificates -- are precursors to bachelors’ degrees and are an embedded factor within the “Skilled Workforce” indicator. The Valley also lags behind the nation in associate degrees (5.6% vs. 7.4%).

The Fund invested \$3,000,000 in the recently completed Voices & Choices initiative. Voices & Choices engaged approximately 20,000 citizens from Northeast Ohio in conversations regarding the development of a more positive future for the region. Regardless of the stated agenda, Voices & Choices conversations always turned to the topic of education. The top “Challenge” emerging from the two-year long Voices & Choices initiative was “training workers for current and future jobs”. The top goals for meeting this challenge were to

1. make a post-secondary education in the region more affordable, accessible and achievable; and
2. improve workforce training programs and ensure they match the needs of both workers and employers.

An appropriate goal for Youngstown State University is to increase the number and range of affordable and accessible post-secondary educational opportunities available to the citizens of the region, thereby contributing to the region’s economic development. The results of the recent community college surveys conducted by YSU speak directly to this goal.

The four instruments used to survey opinions regarding a Valley community college and increased availability of associate degree programs and one-year certificate programs have a few questions in common (e.g., perceived need for a community college and/or community college type programs). However, the instruments have differing foci that relate to the differing target audiences of the instruments. For example, the interview of community leaders included a question regarding the existence of jobs in the Valley that are unfilled due to an under-educated workforce (i.e., do such jobs exist and what are they?). In contrast, the survey of business leaders asked if the respondent’s specific business had positions for which a two-year degree was appropriate.

Need for a Community College

The central question of this project is “does the community believe that there is a need for a Valley community college and/or expanded offerings of associate and certificate level programs of study”?

About two thirds say “Yes”

Each of the four instruments addressed this issue, and the results indicate that the community believes additional programming is needed.

62% of the community leaders thought there was a need for a community college in the Valley, while 25% thought a community college was either not needed, or was probably not needed.

64% of the business owners/leaders believed there was a need, while 15% did not see a need.

77% of the polled community residents believed there was a need, while 17% did not see a need.

62% of YSU employees stated that YSU should provide more associate degree and one-year certificate programs (they were not specifically asked about the need for a “community college”).

Responses from 57 Interviewed Community Leaders Need for a Valley Community College		
Response	Number	Percent
Yes	34	62%
No	9	16%
Probably Not	5	9%
Other/Don't Know	7	13%
Total	55	100%

Responses from 190 Business Leaders Need for a Valley Community College		
	Frequency	Percent
Yes, a CC is Needed	121	64%
No, Others Fill Need	28	15%
Not Sure	41	22%

From 300 responses from survey sent to **YSU employees**



“YSU should provide more associate degree programs and one-year certificates” --

62%

&

“YSU should provide more workforce development programs (credit or non-credit)”
 – 46%

From 700 phone interviews of **Valley citizens**



77% of the respondents believe there is a need for community college programs in the region

Economic Outcomes of a Community College or More Pre-baccalaureate Programs

Three of the four sectors were polled about the impact of more pre-baccalaureate or community college programs on the economy of the Valley. Community leaders were asked about the importance of YSU to the region’s economy. They were also asked about jobs that are not being filled due to lack of a sufficiently trained Valley workforce, and whether companies might locate in the Valley if the workforce was better educated.

Virtually All Business Leaders Believe a Community College Would Positively Impact Wages and the Economy of the Valley And 75% of Respondents Have Positions Available in Their Company for Which a Two-Year Degree is Appropriate

A Community College Would Result in Higher Wages in the Valley – 96% of <u>Business Leaders</u> Agree		
	Frequency	Cumulative Percent
Very Likely	65	35%
Somewhat Likely	115	96%
Somewhat Unlikely	6	99.5%
Very Unlikely	1	100%

A Community College Would Help the Valley’s Economy – 92% of <u>Business Leaders</u> Agree		
	Frequency	Cumulative Percent
Strongly Agree	64	35%
Agree	105	92%
Disagree	14	100%

***Two Thirds to Three Quarters of YSU Employees Believe
a Community College or More Pre-Baccalaureate Programs
Would Help the Valley’s Economy***

A Community College Would Help the Mahoning Valley’s Economy – 67% of <u>YSU Employees</u> Agree		
	<u>Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	24%	24%
Agree	42%	67%
Disagree	22%	89%
Strongly Disagree	11%	100%

Associate Degree or One-Year Certificates Would Help Mahoning Valley Workers Earn Higher Wages – 74% of <u>YSU Employees</u> Agree		
	<u>Percent</u>	<u>Cumulative Percent</u>
Very Likely	24%	24%
Somewhat Likely	50%	74%
Somewhat Unlikely	14%	88%
Very Unlikely	12%	100%

Of the 700 Valley citizens who were interviewed, 88% “Agreed” or “Strongly Agreed” to the statement that “Having a community college that offered two-year degrees would give residents access to **better jobs and better salaries**”. **Ninety percent** endorsed the statement that “Having a community college the offers low cost job training and re-training classes would **help the local economy**”.

***53 of 56 Community Leaders Noted that
YSU is Vital or a Plus in Importance to the Region’s Economic
Rebirth***

While the specific language of the interviewees varies, a review of their responses suggests that virtually all of the responses can be classified as stating that YSU is **“VITAL”** to the economic rebirth of the region, or that it is a definite **“PLUS”**. Arguably 25 of 56 responses can be classified under the term “vital”, while 28 of 56 can be classified under the term “plus”.

***30% Stated Area Jobs Were Unfilled Due to Under-Educated
Workforce***

Thirty percent of those interviewed gave a clear affirmative response to the question of whether there were unfilled jobs in the Valley due to an under-educated workforce. Another 28% provided a less clear affirmative response, indicating that there were a few such jobs or that maybe such jobs existed. Twenty one percent of the respondents did not believe the Valley had unfilled jobs due to an under-educated workforce.

Are There Jobs in the Valley Not Being Filled – 30% of <u>Community Leaders</u> Say “Yes”		
	Count	Percent
Yes	13	30%
A Few	10	23%
Maybe	2	5%
No	9	21%
Don’t Know	7	16%
Other	2	5%

A Better Trained Workforce Would Recruit Companies to the Valley

Of the 38 interviewees who commented on the impact of increased education on recruiting companies to the Valley, **only six (16%) believed that increasing education would not help recruit companies.** Another five (13%) noted that increasing education might not help as the Valley has other hurdles to recruitment of businesses (e.g., unions – noted five times as a negative Valley characteristic, unrealistic desires of workers for high wages, quality of life, climate). Twenty-seven (71%) stated that a better trained workforce would lead to more companies coming to the Valley.

Would Companies Move to the Valley If Workforce Was Better Trained – Responses of <u>Community Leaders</u>		
	Count	Percent
Yes	27	71%
No	6	16%
Maybe, but ...	5	13%

Top Mentions of Occupations with Unfilled Positions in Valley Due to Lack of Sufficient Training	
	Count
Skilled Trades	9
Health Careers	8
Engineering	4
Information Technology	3

Educational Programs to be Expanded/Added

Health, Information Tec, High Tec, Skilled Trades, STEM, Business, Hospitality/Culinary

Each of the instruments inquired about the associate degree and certificate-level programs that need to be expanded within or added to the inventory of post-secondary offerings in the Valley. In some cases, respondents were asked to choose two or three needed programs from a list. In other cases, respondents were given an open-ended question allowing them to write in programs. This difference in methodology resulted in some lack of correspondence of results across instruments. For example, the survey of business leaders did not include “skilled trades” among the choices for selection (unless “manufacturing” can be interpreted as including “skilled trades”). Thus, “skilled trades” does not show up in the results from this sector, while it was the second most prevalent response to the open-ended question posed to YSU employees.

For each of the instruments, health related educational programs and programs in information technology were top programs to be added/expended to the inventory of associate degree and certificate-level programs available in the Valley. Other top programs noted by respondents from one or more sectors were high tech, skilled trades, manufacturing, business, hospitality/culinary, and STEM (science, technology, engineering and mathematics).

“Top” Programs Highlighted

Needed Educational Programs – Responses from <u>Community Leaders</u> (Open Ended Question)	
	Count
Information Tech	22
RN, Health	17
High Tech/Tech	13
Skilled/Machine Trades	7
Social Services	6
Manufacturing/Adv Man.	5
Entrepreneurial	5
Engineering	3

Needed Educational Programs – Responses from <u>Business Owners</u> (Forced Choice – Select 3 from List)	
	Selections
Information Technologies	116
Health Care	92
Business	87
Science/Technology/Engineering/Math	70

Manufacturing	67
Safety & Human Services	28
Writing & Communications	25
Banking, Finance	18
Other	12
Arts & Humanities	8
Agriculture	4

Needed Educational Programs – Responses from <u>YSU Employees</u> <i>(Open Ended Question – Areas w More Than One Mention)</i>	
	Selections
Health/Medical Careers	57
Skilled Trades	27
Information Technology	18
Sci/Math/Engineer/Tech	15
Hospitality/Culinary	14
Business	9
No New Programs Req.	9
Social Service	5
Paralegal	5
Veterinary Tech	4
Crim Just/Safety	3
Secretarial	3
Dance/Music/Theater	3
Content areas for teachers	2
Diversity	2
Sign Language	2

Needed Educational Programs – Responses from <u>Valley Citizens</u> <i>(Forced Choice – Select 3 from List of Options)</i>		
	Frequency	Percent
Nursing & Health Care	493	40%
Manufacturing / Transportation	145	12%
Hospitality / Food Service	145	12%
Business / Marketing / Finance	144	12%
Information Technology	128	10%
Police / Fire / Public Service	117	10%
Not Sure	33	3%
Can't Choose	12	1%
Other	5	0.4%
Total	1122	

**Options to Increase Associate Degree and Certificate-Level Programs --
YSU Expand Current Offerings; YSU Create a Community College; YSU Partner with Others to Increase Programming**

All four instruments asked about methods to increase associate degree and certificate-level programming in the Valley. *Partnering with other institutions to increase offerings was a highly supported method for each of the samples surveyed.*

The 700 citizens polled by telephone were asked to respond to this issue by selecting one of three options, or from choices such as “not sure and “none”:

Selections by <u>Citizens</u> in Phone Survey Regarding Method to Increase Pre-baccalaureate Programming	
	Percent
YSU Should Create Partnership	46%
YSU Should Create Own Community College	23%
Expand YSU Two-Year Programs	11%
Not Sure	12%
Other Options Volunteered by Citizens	
All or Any	6%
None	2%

Similar to the citizen survey, the business leader survey asked respondents to select one best option for expanding associate degree and certificate-level programs. Three of the five options presented differing “partnership” mechanisms.

Selections by <u>Business Leaders</u> Regarding Method to Increase Pre-baccalaureate Programming	
	Percent
Create Partnership – 3 Options Summed	56%
YSU Partner w Others to Create a Community College	(17%)
Partner w Others to Offer Pre-Baccalaureate Programs	(30%)
Partner w Community Colleges from Outside the Region	(9%)
Expand YSU Two-Year Programs	26%
YSU Should Create Own Community College	19%

Respondents to the YSU employee survey supported partnering with others to expand offerings, and believed that the University should increase its associate degree and certificate-level programs.

YSU Employees' Selections Regarding Methods to Increase Pre-baccalaureate Programming – “Select as Many as You Support”	
	Percent
YSU Should Provide More Programs	62%
YSU Should Partner with Area Career & Technical Centers	47%
YSU Should Partner with KSU &/or Other Sister Schools	36%

In the interviews of **community leaders**, they were asked if YSU should partner with branch campuses of sister universities, career and technical centers, and/or community colleges from outside of the region. They were also asked their rationale for their response. There was overwhelming agreement among community leaders that YSU should partner with others. However, only some of the interviewees provided reasons for their responses.

Should YSU Partner with Area Institutions in Developing a Valley Community College? Responses by <u>Community Leaders</u>		
	Count	Percent
Yes	44	81.5%
No	3	5.5%
Maybe	6	11.1%
Don't Know	1	1.9%

Reasons for Partnerships or Lack of Partnerships – <u>Community Leaders</u>	
Positive Responses	Count
Sharing of Resources/Cheaper	9
Share Expertise	3
Avoid Parochialism	3
Do Not Duplicate Services	2
Mutually Beneficial	2
Negative Response	
YSU Can Do Internally, Maintain Image of YSU	3

Support for Partnering to Expand Offerings of Associate Degrees & Certificate Programs Comparison of Results Across Sectors				
	700 Citizens Select 1	57 Leaders Yes/No	190 Business Select 1	300 YSU Select Multiple
YSU Should Create Partnership	46%	81.5%	56%	47%/36%
YSU Should Create Own Community College	23%		19%	
Expand YSU Two-Year Programs	11%		26%	62%
Not Sure	12%	13%		

Other Options Volunteered by Citizens				
All or Any	6%			
None ; Not Needed	2%	5.5%		19%

Expanding Offerings by YSU of Associate Degree and Certificate Programs

To meet the strongly perceived need to provide Valley citizens with more associate degree and certificate programs, one option is for YSU to expand its offerings. Support for this option varies significantly by the community sector surveyed and how this sector was polled on this issue. When YSU employees were given the option of endorsing this option as one of multiple options that could be endorsed, 62% selected this option. In contrast, when Valley citizens could only choose one option from a list including expansion of YSU programs, only 11% made this choice. One factor that might impact the selection of this option is knowledge of YSU’s current level of pre-baccalaureate offerings. When **citizens** were asked if they knew YSU offered associate degrees and certificate programs, **75%** were **aware** of the former, but only 23% were aware of the latter.

However, when **leaders** were asked **how knowledgeable** they were of YSU associate degrees and certificate programs (as opposed to mere awareness), **48%** indicated they were not very informed or **not informed** at all.

Community Leaders Knowledge of YSU Pre-baccalaureate Programs		
	Frequency	Percent
Very Informed	15	7.9
Somewhat Informed	84	44.4
Not Very Informed	61	32.3
Not At All Informed	29	15.3

When YSU employees (*the sector that should be most informed on this issue*) were asked to estimate the number of pre-baccalaureate programs offered at the university, estimates ranged from zero to 80, with a median of 18. **Eighty percent of YSU employees believed the number of programs to be under 30, although the actual number is somewhat in excess of 30.**

Based on the responses from YSU employees and community leaders, it is clear that the University needs to improve its marketing of associate degrees and certificate programs. However, if YSU’s pre-baccalaureate programs were better understood in the community

would that lead citizens to be more or less of the opinion that additional offerings should be made available? Does the real number of pre-baccalaureate programs provide a significant base for the development of additional programs? Does the real number of pre-baccalaureate programs provide a potential base for the establishment of a “two-year college” within YSU? Does the real number of pre-baccalaureate programs already fill most of the perceived need for these programs in the region?

Support for a Levy to Fund a Valley Community College -- Citizens “Yes”, Leaders “NO!”

In regard to support for a levy to fund a Valley community college, **there was a very significant difference in response between citizens and community leaders.** Sixty percent of citizens indicated they would support a small increase in local taxes to start a community college in the region. Seventy-eight percent of citizens indicated they would be willing to pay a small tax if it meant that students from their county could attend the first two years of college free of charge. In contrast, only 1 of 36 community leaders commenting on a levy believed that it “might be an option”.

Responses from <u>Community Leaders</u> Regarding A Levy to Support a Valley Community College -- 97% Say “No” or “Unlikely” Option		
	Count	Percent
No	21	58%
It Would Be Hard/Unlikely	14	39%
Might Be an Option	1	3%

Basically, the community leaders believe that the recent history of failed local levies indicate that the public is “taxed out” and will not support any additional local taxes. While local levies were ruled out, respondents believed that state funding, federal funding and private funding could supplement students’ tuition payments as a source of funding for a Valley community college.

Support for YSU Developing a Community College

Community leaders and business leaders indicated support for potential efforts by YSU to develop a community college.

About half of the 57 community leaders who were interviewed believed there was sufficient support among community leaders for the development of a YSU-sponsored community college. Another quarter of the interviewees offered tentative support, with the final quarter being negative or unsure about community support.

Is There Community Support for YSU to Develop a Community College? Community Leader Responses		
	Count	Percent
Yes	28	53%
Depends/Probably/Perhaps	12	23%
No	6	11%
Don't Know	7	13%

Those who did not believe sufficient support existed often discussed this lack of support in terms of taxes (e.g., the public will not support a levy – see above; politicians will not support a levy).

Business leaders showed a high level of support, with only 4% stating they would not support YSU's efforts if it were to develop and sponsor a community college.

Support YSU's Efforts to Develop a Valley Community College? –77% Support Responses from Business Leaders			
	Frequency	Percent	Cumulative Percent
Strongly Support	49	25.8	25.9
Support	97	51.1	77.2
Oppose	5	2.6	80.2
Strongly Oppose	3	1.6	81.9
Not Sure	35	18.4	100.0

Preference for YSU, Evaluation of YSU & Importance of Location, Location, Location

Seven hundred Valley citizens were given the following question: “Suppose you were going to take college classes **in the surrounding area, what school, college or university would be your first choice?**” Given this question, 50% spontaneously responded “YSU”, with this response rate ranging from 67% for Mahoning Valley residents to only 24% for Columbiana residents. When second choices were included, YSU's selection ranged from 87% for Mahoning Valley residents to 52% for Columbiana County residents.

First Choice of Regional Institution				
	Mahoning	Trumbull	Columbiana	Total
YSU	67%	47%	24%	50%
UA	2%	0	1%	1%

KSU	6%	11%	12%	9%
K-Salem	3%	0	31%	8%
K-Trumbull	2%	27%	0	10%
K-E. Liverpool	1%	0	13%	3%
Other School, Depends, Not Sure, None	19%	25%	19%	18%

	MAHONING	TRUMBULL	COLUMBIANA	TOTAL
YSU	234	182	73	489
	87.0%	76.2%	51.8%	75.3%

Looking at reasons for choice (eliminating “online”, “other” and “unsure”), and separating choices by YSU vs Non-YSU, location is the key factor for selection regardless of institution selected.

	REPUTATION	QUALITY OF ED	CAREER CHOICES	COST	LOCATION	TOTAL
YSU	69	50	25	28	272	444
	15.5%	11.3%	5.6%	6.3%	61.3%	100.0%
Non-YSU	14	11	7	5	74	111
	12.6%	9.9%	6.3%	4.5%	66.7%	100.0%

While “location” may drive the selection of YSU for Valley residents, residents also highly evaluate YSU – although no more highly than they rate KSU. Respondents were given a list of area schools and then asked to rank their **quality as “Excellent, Good, Fair or Poor”**. Overall, 83% of the respondents rated YSU as excellent or good. In comparison, 83% didn’t have an opinion about the quality of Jefferson Community College. KSU branch campuses were rated as excellent or good by 76% of the respondents, and 54% rated the CTCs as excellent or good. Perhaps, location determines who you know, and to know YSU is to appreciate YSU (& KSU).

Rating of Regional Institutions Responses of <u>Community Citizens</u>	
	Excellent or Good
Youngstown State University	83%
Kent State University – Main	85%
Kent State – Branches	76%
Local Career & Technical Center	54%
Jefferson Community College	13%

The importance of location also surfaced when respondents were asked if they were more likely to take college classes in their own community than drive to Youngstown State’s main campus. As would be expected, relative to Mahoning County, those in Columbiana

and Trumbull Counties are more likely to wish to take courses in their community (difference was very statistically significant).

Prefer to Take Courses in Own Region vs. Taking Courses at YSU Downtown Campus -- Responses of <u>Community Citizens</u>			
	<u>Agree</u>	<u>Disagree</u>	<u>Total</u>
Mahoning	153 (56%)	118 (44%)	271
Trumbull & Columbiana	321 (82%)	72 (18%)	393

Location was also highlighted by the question regarding how far people would be willing to drive to take classes. Those with at least a four-year degree were more than twice as likely than those with a lesser educational attainment to be willing to drive more than 30 minutes to take classes. A 30 minute travel time is the maximum travel time for the majority of respondents who are the primary target population for a community college.

Travel Distance versus Educational Attainment – <u>No More Than 30 Minutes</u> -- Responses of <u>Community Citizens</u>					
	10 MINUTES	20 MINUTES	30 MINUTES	> 30 MINUTES	TOTAL
Less than 4-Yr Degree	64 (14%)	184 (39%)	168 (36%)	52 (11%)	468
4-Yr Degree or Post Grad	15 (8%)	54 (28%)	75 (39%)	49 (25%)	193

The **57 community leaders** who were interviewed were asked about their “perceptions” of YSU, and how it compares to surrounding institutions. Of the 56 evaluative comments received, the majority were positive. Some comments were somewhat difficult to categorize. For example, if YSU is “ok for a commuter school”, or “ok, but a weak urban alternative”, or “not up to par, but satisfactory”, are these positive, negative or neutral comments regarding the quality of the University? I have categorized comments such as these as negative. That being said, there were **only 7 “negative evaluations, and 38 positive evaluations of YSU’s quality.**

Beyond being seen as a “high”, “good” or “adequate” quality institution, YSU was seen as **“affordable”**. Twenty-six interviewees commented on YSU being affordable, being the “best bang for the buck”, “a bargain”, “the lowest cost Ohio university”, etc.

Six respondents noted that YSU is better than its perception in the community, in the state, and/or among employees.

Seven respondents noted that specific departments or colleges were excellent (e.g., mathematics, science, engineering, education).

Nine respondents offered specific critical comments (e.g., lack of customer service orientation, lack of scheduling flexibility, lack of responsiveness to the minority community, etc.).

Responses to Open-Ended Question of Perception of YSU Offered by <u>Community Leaders</u>	
	Count
High Quality, Good, Comparable	38
Affordable, Low Cost, etc.	26
Critical Comments	9
Weak, Not Comparable	7
Departments of Excellence	7
Better than Perception	6

Additional Responses from Employee Surveys

If YSU offers more pre-baccalaureate programs by itself or in partnership with others, they should be offered

Downtown at YSU’s main campus – 69% agreement
 At Metro in Boardman – 54% agreement
 By distance learning – 52% agreement
 At one or more satellite sites (many options presented being tabulated)

To increase access to pre-baccalaureate programs, YSU should charge less than \$280/credit hour for coursework in these areas

Yes 60%
 No 22%
 Don’t Know 18%

Allowing YSU students to pay only \$100 per credit hour during their first two years would be good for YSU?

Strongly Agree 18%
 Agree 28%
 Disagree 37%
 Strongly Disagree 17%

Additional Responses from Citizen Interviews

“If you were going to take colleges classes, would it be to ...”	
<u>Option</u>	<u>Percent</u>
Complete 1 st Two Years of College	8%
Complete a Four-Year Degree	29%
Complete a Master’s Degree	22%
Obtain a Technical Degree	5%
Update Job Skills	16%
Take Personal Interest Classes	14%
Other, Can’t Choose, Not Sure	7%

“How Likely ... Take Classes from a College or a Career & Technical Center in the Near Future?”	
<u>Option</u>	<u>Percent</u>
Very Likely	21%
Likely	26%
Not Very Likely	24%
Not Likely at All	27%
Not Sure	2%

“Given things discussed thus far, if YSU were to develop a community college, would you be likely to take classes?”	
<u>Option</u>	<u>Percent</u>
Very Likely	13%
Likely	41%
Not Very Likely	20%
Not Likely at All	23%
Not Sure	3%

“If YSU offered community college classes in a location convenient to you, would you be likely to take classes?”	
<u>Option</u>	<u>Percent</u>
Very Likely	20%
Likely	39%
Not Very Likely	18%
Not Likely at All	20%
Not Sure	3%

“Do you know a family member or friend who would be interested in community college classes?”	
Option	Percent
Yes	49%
No	47%
Not Sure	4%

“Is quality of community college classes better, worse or about the same as university classes?”	
Option	Percent
Better	17%
Worse	12%
Same	61%
Not Sure	10%

“Are you satisfied with your level of education?”	
Option	Percent
Satisfied with current level	35%
Like to get more education	62%
Not Sure	3%

Additional Responses from Community Leaders

Quality of community college classes versus university classes –

Same	30 (61%)
Don't Know	10 (20%)
Depends	3 (6%)
Worse	3 (6%)
Better	2 (4%)
They're Different	1 (2%)
No Response	8 not included in percents

How Should YSU Move Forward Regarding the Development of a Community College?	
	Count
Investigate Options, Form Business Council, Hold Community Forums, etc.	18
Partner with Other Institutions & Sponsor Community College	14
Use Existing YSU 2-Year Programs to Serve Community, Expanding and Marketing Offerings	10
Explain the Importance of a Community College to the Public	4

What skills necessary for workforce for next 5-10 years?

	<u>Count</u>
Technical	22
Information Tech	18
Math/Science	13
Communication	13
Health	8
Skilled Trades	5
Critical Thinking	5
Flexibility	5
Public/Customer Service	4
Engineering	3
Manufacturing	3
Remedial Ed/Fixing K-12	3
Character Skills/Leadership	3
Collaboration	3
Wellness	2
Entrepreneurial Skills	2
Data Savvy	2
Work Ethic	2

Additional Responses from Business Leaders

**Willingness to Offer Tuition Reimbursement To Employees for
Community College Classes @ \$150/Credit Hour**

	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Likely	43	24.0	24.0
Somewhat Likely	74	41.3	65.4
Somewhat Unlikely	28	15.6	81.0
Very Unlikely	34	19.0	100.0

Ways Employers Would Encourage Attendance at Community Colleges by Employees

	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Willing to Pay Entire Tuition	15	8.1	8.1
Willing to Pay Part of Tuition	62	33.3	41.4
Encourage Attendance	88	47.3	88.7
Education is Employees' Business	5	2.7	91.4
Not Sure	16	8.6	100.0

Citizen Interview Questions Not Reported on In This Summary

Satisfaction with area as a place to live.

Satisfaction with higher education in the area.

Have you taken colleges classes since high school?

Have you taken career center or vocational school classes since high school?

Would you be more likely to favor a community college in the area if you knew X [*six facts were presented, but given already high support for a community college, increases are not necessarily informative*].

How would you prefer to get information about higher education opportunities (*e.g., radio, TV, Internet, mail, newspaper*)?

Have you taken classes at YSU?

Would your employer reimburse you for college classes?

Demographics (*age, education, employment, time in Valley, ethnicity*).

Community Leader Responses Not Included in this Summary

Jobs in the area that need to be filled (*low number of responses*)

Jobs that can be recruited to Valley if we had more educational programs (*low number of responses*)

APPENDIX II Faculty and Staff Survey



YSU Faculty & Staff Survey -
Perceptions of Associate Degree, Certificate & Workforce Development
Programs

Sent to over 1100 Employees / 400+ Returns to Date

1. To better serve the Valley, YSU is evaluating the possibility of offering more associate degree programs and one-year credit-bearing certificate programs, and expanding the availability of these programs.

From the following options, check as many as you support.

- YSU should provide more associate degree programs and one-year certificates
- YSU should partner with Kent State University and/or Ohio community colleges to increase the availability of associate degree and one-year certificate programs in the Valley
- YSU should partner with post-secondary institutions in the area to increase availability of associate degree and certificate programs (e.g., partner with Mahoning County Career & Technical Center, Choffin)
- Other: (please specify)
- YSU does not need to increase associate degree programs and one-year certificates

2. If YSU offers more associate degree and certificate programs, by itself or in partnership with other institutions, where should these programs be offered? **Check as many responses as you support.**

- YSU's downtown (i.e., "main") campus
- By distance learning
- At Metro College in Boardman
- At one or more satellite sites -- please suggest up to four sites

_____	_____
_____	_____

3. Does YSU need to provide additional post secondary workforce development programs (either college credit or non-credit programs)?

- Yes
- No
- Don't Know

4. Off the top of your head, how many associate degree programs and one-year certificate programs of study do you think YSU offers? _____

5. What additional two-year associate degree and one-year certificate programs should YSU develop?

6. Currently, YSU's tuition per credit hour is around \$280. The branch campuses of KSU charge around \$200 per credit hour. Community colleges charge approximately \$75 per credit hour. To increase access to associate degree and certificate programs, should YSU charge less than \$280/credit hour for coursework in these areas?

- Yes
- No
- Don't Know

7. A plan that would allow all students who attend YSU to pay only \$100 per credit hour during their first two years would be good for YSU.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8. A community college will help the Mahoning Valley's economy.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

9. Would an associate degree or a one-year certificate help Mahoning Valley workers earn higher wages as a result of promotions or new skills?

- Very Likely
- Somewhat Likely
- Somewhat Unlikely
- Very Unlikely

10. Any other comments? (Please feel free to use the back of this page for additional comments.)

11. I am a member of YSU's _____

- Faculty
- Non-Exempt Staff (ACE, APAS, FOP)
- Exempt Classified Staff
- Exempt PA Staff
- Other

12. I have been at YSU for

- Over 15 years
- 10 to 14 years
- 5 to 9 years
- Less than 5 years

**Thank you for taking the time to participate in this
survey.**

Please return survey in envelope provided.

APPENDIX III – Community and Business Leader Survey



Community and Business Leader Survey - Sent to 415 Chamber Members / 200+ Returns

Survey to Determine the Need for and Potential Use of a Community College in the Mahoning Valley

Organization name:
Name and Title of person filling out survey: _____
Phone Number for follow-up questions (optional) _____

1. Approximately how many **full-time** workers does your company employ?
 - Less than 10
 - 10-30
 - 31-50
 - 51-100
 - Over 100
2. About how many **part-time** workers or independent contractors does your company employ? Less than 20
 - 21-50
 - 51-100
 - 101-300
 - 301 or more
3. How informed are you about Youngstown State University's two-year associate degree programs and one-year certificate programs?
 - Very Informed
 - Somewhat Informed
 - Not Very Informed
 - Not At All Informed

4. Most metropolitan areas have a community college that offers classes that focus on two-year job training and re-training programs, the first two years of college that can be transferred to four-year universities, and classes to update job skills. Do you think there is a need for a community college in the Mahoning Valley area?

- Yes; a community college is needed
- No; other area institutions fill the need
- Not Sure

5. Would you support Youngstown State University if it was to help develop and sponsor a community college in the Mahoning Valley?

- Strongly Support
- Support
- Oppose
- Strongly Oppose
- Not Sure

5a. Please give an explanation for supporting or not supporting the development of a community college.

6. If Youngstown State were to get involved in offering community college programs, these programs could be developed in several different ways. Which way do you think would be best?

- YSU expands its current two-year programs to offer more career and technical classes
- YSU creates a community college as part of the University
- YSU creates a community college in partnership with the Kent State University branch campuses
- YSU works with KSU branch campuses, and local career centers to develop and offer community college classes
- YSU works with high-quality community colleges from outside the region to set up a partnership where they together offer high-quality, low cost programs

7. Please check three education programs you think need to be expanded or created in the Mahoning Valley:

- Health Care
- Business
- Banking, Finance
- Information Technologies
- Police, Fire, & Human Services
- Agriculture
- Science, Math or Engineering
- Writing & Communications
- Arts & Humanities
- Other _____

8. If there was a community college in the Mahoning Valley, how willing would you be to encourage one of your employees to attend?

- Willing, would pay their entire tuition
- Willing, would pay part of their tuition
- Willing, would encourage employees to attend
- Not willing, their education is their own business
- Not Sure

9. Do you currently have positions within your company for which a two-year degree is appropriate?

- Yes
- No

10. Currently, YSU's tuition per credit hour is around \$280. The branch campuses of KSU charge around \$200 per credit hour. If a community college was charging \$150 per credit hour, would you be willing to participate in tuition reimbursement for community college classes?

- Very Likely
- Somewhat Likely
- Somewhat Unlikely
- Very Unlikely

11. A community college will help the Mahoning Valley's economy. Strongly Agree

- Agree
- Disagree
- Strongly Disagree

12. Would a two-year degree at a community college help Mahoning Valley workers earn higher wages as a result of promotions or new skills?

- Very Likely
- Somewhat Likely
- Somewhat Unlikely
- Very Unlikely

13. Any other comments? (Please feel free to use the back of this page for additional comments)

**Thank you for taking the time to participate in this
survey.**

**Please return survey in envelope provided
or fax to Gordon Mapley at Youngstown State University at 330-941-1527.**

APPENDIX IV Key Leader Survey

Youngstown State University IDI Guide

Community & Business Leaders – Phone Interviews of 57 Leaders

Intro: Good morning, my name is _____. I am with Burges and Burges, an independent research firm that does a lot of work with colleges across the State. We have been contracted by Youngstown State University to help determine the community's perceptions, needs and expectations for a community college in the Youngstown area.

Intro for YSU staff: Good morning, my name is _____. I work at the Public Service Institute of Youngstown State University. I am calling today to help determine the community's perceptions, needs and expectations for a community college in the Youngstown area.

Everything you say will be kept confidential and will only be used in the context of a summary report. Your name will not be used in the report. Your opinions and perceptions are very important, so please speak freely.

- 1) *How long have you lived in this part of Ohio?*

- 2) *Many believe that higher education can help drive the economic rebirth of Ohio. What are your perceptions of Youngstown State University and its importance to the region's economic and educational well-being?*

- 3) *Many areas in Ohio have a community college that offers classes that focus on 2-year job training and re-training programs, the first two years of college that transfers to 4 year universities, and classes to update job skills. Do you think there is a need for a community college in the Mahoning Valley area?*

If the answer to question 3 is yes than ask question 3a.

If the answer to question 3 is no than ask question 4.

- 3a) *If there is a need for a community college in the Mahoning Valley, where should it locate the facilities? Where should it not be located?*
- 4) *What educational programs need to be made more available to the Mahoning Valley? What are the jobs that need to be filled? What jobs could we compete for if we had more educational opportunities? (Probe: specific degrees or programs, 2 year technical programs, graduate courses, job training, those taught at a career & technical centers)*
- 5) *Do you think the quality of classes that would be offered by a community college would be better, worse or about the same as those offered by a 4 year university? Why do you say that?*
- 6) *What skills do you think will be necessary for the workforce over the next 5-10 years? What are the roles of community colleges, universities and career & technical centers in meeting these needs?*
- 7) *Are there jobs in the Valley that are not being filled due to an under-educated workforce? If so, what types of jobs are these? Will companies be more likely to move to the region if there was a higher trained workforce?*

- 8) *How should a community college in the area be funded assuming that it will need to offer much lower tuition than YSU or KSU branches and develop new programs? Do you think local public funding is an option? At what level? Why or why not?*
- 9) *If it is possible for YSU to partner with some local university branches, career and technical centers, or even high quality community colleges from out of the area, should it do so? Why or why not?*
- 10) *If Youngstown State University decides to create a community college, do you think there is enough support from community leaders to make it happen? Which sectors do you think would support it, and which do you think would not or be divided?*
[Probe...business, education, political, labor, faith-based...]
- 11) *What are your perceptions of Youngstown State University? How does it compare to other surrounding institutions? (Probe: Quality, Affordability, Academically)*
- 12) *How would you advise YSU to move forward? (Probe: Would you advise YSU to move forward in helping to establish a community college with lower tuition than currently available at YSU or two year branch campuses? If so, should YSU be a partner or sponsor or both? Or do you think the university should simply take steps to expand its two year programs and one-year certificates?)*

Thank you for your time

- 3a. Suppose you were going to take college classes in the surrounding area, what school, college or university would be your first choice?
(Do not read list)
- If respondent says Kent State, probe and ask: Which campus would you go to -- Main, Salem, Trumbull, East Liverpool, or Geauga?
- | | | |
|----|----|-----------------------------|
| 01 | 01 | Youngstown State |
| 02 | 02 | Akron University |
| 03 | 03 | Kent State (main campus) |
| 04 | 04 | Kent @ Salem |
| 05 | 05 | Kent @ Trumbull |
| 06 | 06 | Kent @ E. Liverpool |
| 07 | 07 | Kent @ Geauga |
| 08 | 08 | Career-technical school |
| 09 | 09 | Jefferson Community College |
| 10 | 10 | Other (Specify) _____ |
| 11 | 11 | Depends (Vol.) |
| 12 | 12 | None (Vol.) |
| 13 | 13 | Not Sure |

- 3b. What would be your second choice of college? (record above)

(If Q3a = 1 through 7, ask Q4)

4. Why would _____ (Fill in name of college given in Q3a) be your first choice of schools or colleges to go to? Is it because of **(Read Slowly)** its reputation, the quality of education, career choices available, cost, location, access to online courses, or something else? (record first mention)
- | | |
|---|-----------------------|
| 1 | Reputation |
| 2 | Quality of education |
| 3 | Career Choices |
| 4 | Cost |
| 5 | Location |
| 6 | Online courses |
| 7 | Other (specify) _____ |
| 9 | Not Sure |
5. If you were going to take college classes would it be to **(Read Slowly)** complete the first two years of college that would transfer; complete a four year college degree; get a masters degree; get a two-year technical degree, update your job skills, take classes for personal interest or something else?
- | | |
|---|--------------------------|
| 1 | First 2-yrs of college |
| 2 | Complete 4-year degree |
| 3 | Masters degree |
| 4 | Technical degree |
| 5 | Update job skills |
| 6 | Personal interest |
| 7 | Other (specify) _____ |
| 8 | All, can't choose (Vol.) |
| 9 | Not Sure |
6. Have you taken any college or university classes since you graduated from high school?
- | | |
|---|----------------------|
| 1 | Yes |
| 2 | No |
| 3 | Currently are (Vol.) |
| 9 | Not Sure |

7. Have you taken any classes at a career-technical center or a vocational school since you graduated from high school?
- 1 Yes
2 No
3 Currently are (Vol.)
9 Not Sure
8. How likely is it that you will take classes at a college, career-technical center or vocational school in the near future? Is it very likely, somewhat likely, not very likely or not likely at all?
- 1 Very Likely
2 Somewhat Likely
3 Not Very Likely
4 Not Likely At All
9 Not Sure

9. Now I'd like to read you the names of some schools and colleges in this area. Please tell me if you think the quality of education at each one is excellent, good, only fair or poor. The first one is.....
(Rotate list) (Repeat choices as needed) Would you rate the quality of education at (repeat name of college) excellent, good, only fair or poor?

	<u>Excellent</u>	<u>Good</u>	<u>Only Fair</u>	<u>Poor</u>	<u>Don't Know</u>
a. Youngstown State University	1	2	3	4	9
b. Jefferson Community College	1	2	3	4	9
c. Kent State University's main campus	1	2	3	4	9
d. Kent State University's branch campuses	1	2	3	4	9
e. Your local career-technical center	1	2	3	4	9

10. Many parts of Ohio have a low-cost community college that offers one-year certificate programs, two-year technical degrees, the first two years of college that transfers to four-year universities, programs for employees to keep job skills up-to-date and classes for personal enjoyment. Do you think there is a need for community college programs in your area?
- 1 Yes
2 No
9 Not Sure

11. Now I'd like to tell you some things about community colleges. Please tell me if each one would make you more likely or less likely to favor having a community college in this area. If it wouldn't make any difference to you, just say so. The first one is ... **(Read each item, Rotate start, Repeat choices as needed)** Would that make you more likely or less likely to favor having a community college in this area or wouldn't that make any difference to you?

	<u>More Likely</u>	<u>Less Likely</u>	<u>No Difference</u>	<u>D</u> <u>K</u>
a. Community colleges are accredited by the state and their credits transfer to other community colleges and four-year universities in Ohio.	1	2	3	
b. Classes are offered during the day, evening, weekends and online.	1	2	3	
c. Many community college professors have real world	1	2	3	

- work experience in their field.
- d. Community colleges offer many technical and training programs. 1 2 3
- e. Community college graduates earn thousands of dollars more a year than high school graduates and their starting salaries are about the same as four-year college graduates. 1 2 3
- f. Community colleges offer opportunities for people who need a second chance to get a higher education. 1 2 3
12. Were you aware that Youngstown State currently offers some two-year associate degree programs? 1 Yes
2 No
9 Not Sure
13. Were you aware that Youngstown State also offers some one-year certificate programs? 1 Yes
2 No
9 Not Sure
14. What if Youngstown State were to get involved in offering community college programs in your area? If that were to happen, do you think YSU should **(Read Slowly)** expand its current two year programs; create a community college as part of YSU; or create a community college in partnership with local college branches and area career-technical centers? 1 Expand 2-yr programs
2 Create own comm. college
3 Partner w/ branches & career centers
4 None (Vol.)
5 All/ Any (Vol.)
9 Not Sure
15. Now I'd like to read you some statements about community colleges. Please tell me if you strongly agree, agree, disagree or strongly disagree with each of the following statements. The first one is... **(Read Statement, Rotate Start) (Repeat choices as needed)** Do you strongly agree, agree, disagree or strongly disagree with that?
- | | <u>Strongly Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly Disagree</u> | <u>D</u> |
|--|-----------------------|--------------|-----------------|--------------------------|----------|
| a. I am more likely to take college classes in my community than drive to Youngstown State's main campus. | 1 | 2 | 3 | 4 | K |
| b. Having a community college that offered two-year degrees would give residents access to better jobs and better salaries. | 1 | 2 | 3 | 4 | |
| c. People would be more likely to attend a community college if they knew they could get a quality education for about half the price as a four year university. | 1 | 2 | 3 | 4 | |

- d. Having a community college that offers low cost job training and re-training classes would help the local economy. 1 2 3 4
16. Of the following six areas, which two offer the best job opportunities for people in this area? Would you say it is
(Rotate, Read Slowly) nursing and health care; manufacturing and transportation; business, marketing and finance; information technology; police, fire and public services; or hospitality and food service? 01 01 Nursing & Health Care
02 02 Manufacturing, transpo
03 03 Business, marketing, fi
04 04 Information technology
05 05 Police, fire & public ser
06 06 Hospitality and food se
07 07 Other (specify) _____
08 08 All, can't choose (Vol.)
09 09 Not Sure
17. Given all the things we've talked about and if Youngstown State were to develop a community college, would you be very likely, somewhat likely, not very likely or not likely at all to take community college classes? 1 Very Likely
2 Somewhat Likely
3 Not Very Likely
4 Not Likely At All
9 Not Sure
18. Do you know a family member, friend or co-worker who would be interested in taking community college classes? 1 Yes
2 No
9 Not Sure
19. If you were going to take community college classes, what 2 or 3 kinds of classes would you be most interested in taking? Would you be most interested in taking... **(Read responses 1 through 9 Slowly)**
(Accept up to 3 responses) 01 01 01 Information Technology
02 02 02 Nursing and Health Care
03 03 03 Business, marketing or financ
04 04 04 Science, math or engineering
05 05 05 Manufacturing or transportati
06 06 06 Liberal arts
07 07 07 Police, fire or public services
08 08 08 Hospitality and food service
09 09 09 Specific job training programs
10 10 10 Other (Specify) _____
11 11 11 Depends (Vol.)
12 12 12 None (Vol.)
13 13 13 Not Sure
20. Do you think the quality of community college classes would be better, worse or about the same as classes offered by a four-year university? 1 Better
2 Worse
3 Same
9 Not Sure

- | | | | |
|--|---|---|--------------------------|
| 21. | How far would you be willing to drive to take college classes, about 10 minutes, 20 minutes, 30 minutes or more than 30 minutes? | 1 | 10 minutes |
| | | 2 | 20 minutes |
| | | 3 | 30 minutes |
| | | 4 | More than 30 minutes |
| | | 9 | Not Sure |
| 22. | What if a small amount more in local taxes were needed to start a high quality, low cost community college in this area. Would you definitely, probably, probably not or definitely not support a small tax increase to start a community college in this area? | 1 | Definitely |
| | | 2 | Probably |
| | | 3 | Probably Not |
| | | 4 | Definitely Not |
| | | 5 | Need Info (Vol.) |
| | | 9 | Not Sure |
| 23. | Would you be willing to pay for a small tax increase if it meant that the first two years of college would be free to students in your county? | 1 | Yes, willing |
| | | 2 | No not willing |
| | | 9 | Not Sure |
| 24. | How would you prefer to get your information about higher education – on TV, radio, newspaper ads, the internet, or direct mail? | 1 | TV |
| | | 2 | Radio |
| | | 3 | Newspaper Ads |
| | | 4 | Internet |
| | | 5 | Direct mail |
| | | 6 | Some of Each (Vol.) |
| | | 9 | Not Sure |
| 25. | Are you satisfied with your current level of education or if you could, would you get more education? | 1 | Satisfied with education |
| | | 2 | Get more education |
| | | 9 | Not Sure |
| The following questions are for classification purposes. | | | |
| 26. | Into which of the following age groups do you fall? Are you...
(Read responses 1 through 6)? | 1 | 19 to 24 |
| | | 2 | 25 to 29 |
| | | 3 | 30 to 34 |
| | | 4 | 35 to 39 |
| | | 5 | 40 to 44 or |
| | | 6 | 45 to 49 |
| | | 9 | Refused |

27. What is the highest level of school you have completed? Would you say you have completed... (Read responses 1-6)?
- 1 Less than high school
 - 2 High School or have a GED
 - 3 Some college or technical school, but no degree
 - 4 A 2-year technical or associate's degree
 - 5 A 4-year college degree or
 - 6 Some post graduate studies or a degree
 - 9 Not Sure/Refused
28. Have you personally ever taken any classes at Youngstown State?
- 1 Yes
 - 2 No
 - 9 Not Sure
29. Are you currently... **(Read responses 1 through 4)**
- 1 Employed and Working Full Time **(Go to Q30)**
 - 2 Employed and Working Part Time **(Go to Q30)**
 - 3 Not employed outside the home or **(Skip to Q31)**
 - 4 Retired **(Skip to Q31)**
 - 9 Refused (Do not read) **(Skip to Q31)**
30. Would your employer pay for or reimburse you for part or all of your cost for college classes?
- 1 Yes
 - 2 No
 - 9 Not Sure
31. How long have you lived in this area – less than 5 years, 5 to 10 years, 11 to 20 years or more than 20 years?
- 1 Less than 5 years
 - 2 5 to 10 years
 - 3 11 to 20 years
 - 4 More than 20 years
 - 9 Don't Know/Refused
32. And finally, what is your race? Are you **(Read responses 1 through 6)**
- 1 African American
 - 2 Caucasian or white
 - 3 Hispanic or Latino
 - 4 Asian or
 - 5 Multi racial
 - 6 Other _____
 - 9 Refused (Do not read)

And, finally may I have your first name? **(If asked, say so that my supervisor can ask for you if he/she needs to call you to verify my work.)**

This is the end of our survey. Thank you very much for your time.

(INTERVIEWER FILL OUT AFTER CALL HAS BEEN COMPLETED)

Was the respondent Male or Female? 1 Male

Female 2

How many minutes did the interview take to complete? _____

Respondent's Phone Number: _____ Interviewer's Initials: _____

County: _____ Zip Code: _____