

Introduction

The following contains a summary of College of San Mateo (CSM)'s **Spring 2022** Media Prefs survey data, specifically highlighting observations as they relate to the aggregated state and national data sets. This summary represents our team's key takeaways and is in no way a complete review of all questions asked of students during the survey.

Data was collected from CSM students between **February 14, 2022** and **April 10, 2022**.

Any questions regarding this report can be directed to Jamie Wagner at jamie@mediaprefs.com.

Media Prefs Overview

Media Prefs Survey and Themes

Approximately **100** core questions, plus demographics

- *Mix of quantitative and qualitative questions*
- *10 additional custom questions were added by the California Community Colleges Chancellor's Office*

Themes Include

- *Demographics*
 - Personal + college-focused*
- *Social media*
- *Online learning*
- *Expectations*
- *Contact methods*
- *College communication*
- *Email*
- *Image and recruitment*
- *Encouragement and support*
- *Persistence*
- *Alumni group*
- *Printed magazines and newspapers*
- *Online news*
- *College website*
- *Music preferences*
- *Podcasts*
- *TV preferences and content*
- *TV news*
- *Connectivity*

National Participation for Spring 2022

70

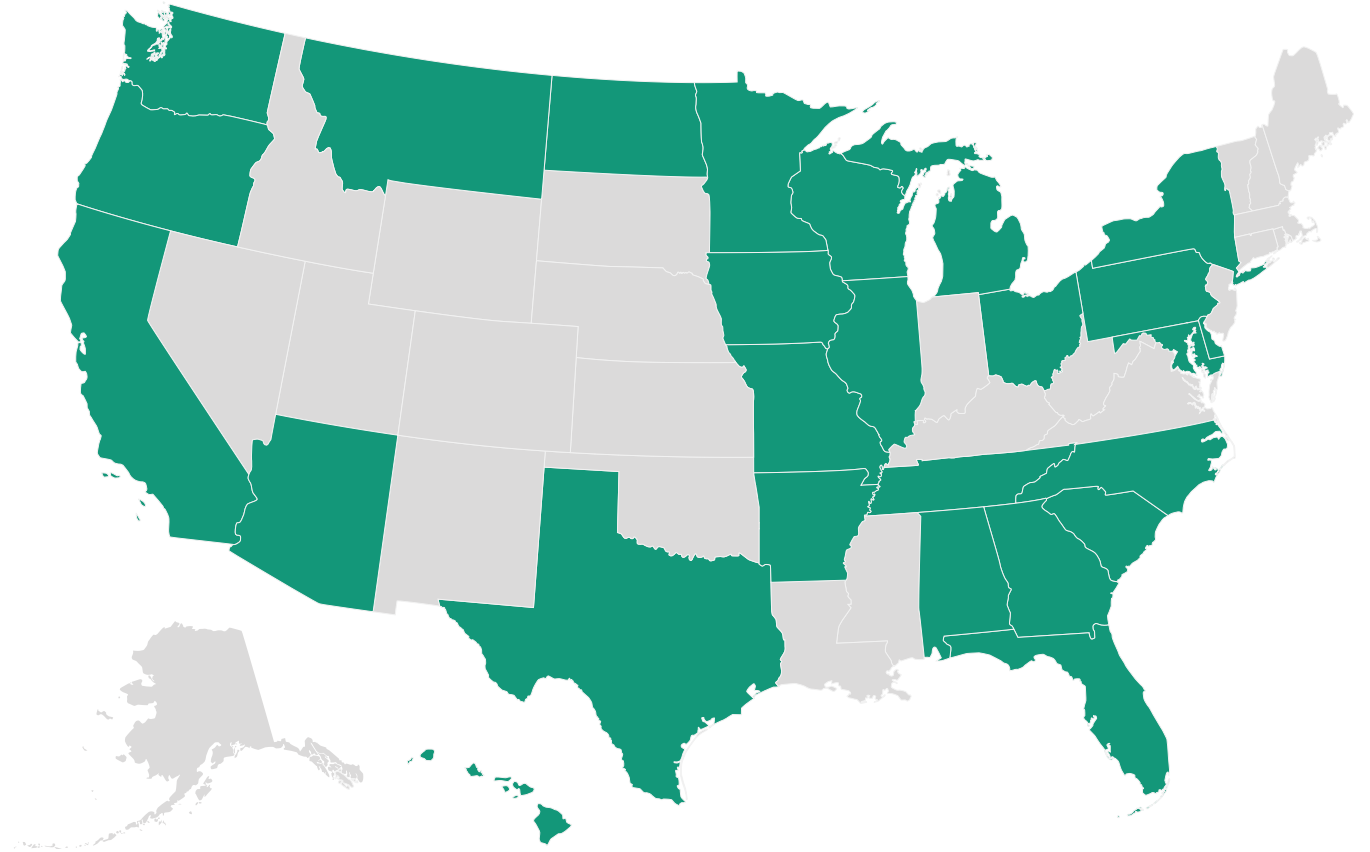
colleges
received data

26

states
represented

13,011

student
completions



California State Participation: 21-22



21
colleges

4,004
student completions

	College Name	Completions
1	Mt. San Jacinto College	950
2	Los Medanos College	521
3	San Joaquin Delta College	388
4	Allan Hancock College	386
5	Pasadena City College	356
6	College of San Mateo	275

College of San Mateo



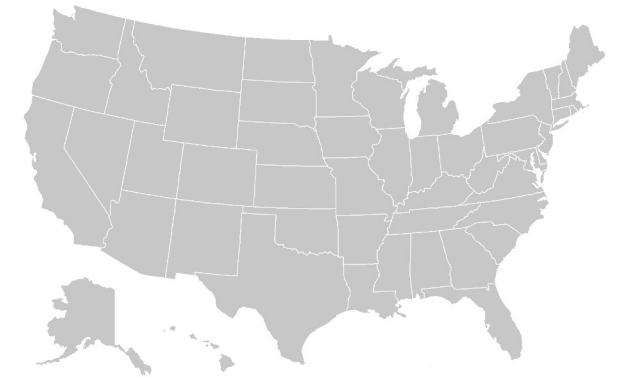
College of San Mateo

Data Structure

Local Data > Regional Data > State Data > National Data



Bay Area
Region



275

completions

1,479

completions

4,004

completions

34,037

completions

CSM Survey Demographics

Age

52% aged 18-20
17% aged 21-25
12% aged 26-30

Race

34% Asian
29% Hispanic/Spanish origin
21% White (not Hispanic)

Gender

64% female
34.5% male
1.5% other

Class Type

95% credit
5% noncredit



Sample Size

275 student completions

Credit Hours

35% 12-14 credit hours
20% 9-11 credit hours
20% 15+ credit hours

Student Status

63% continuing student from previous semester
18% first-time student (not currently enrolled in high school)
8% returning student after taking a break from this college

Class Structure

45% mix of online and in-person classes
39% online classes
16% in-person classes

Spoken Languages

74% of CSM students consider **English** to be their native language, and **11%** consider **Spanish** to be their native language.

The **remaining 15%** of spoken languages identified by students is beautifully diverse and can be found displayed in the image to the right.

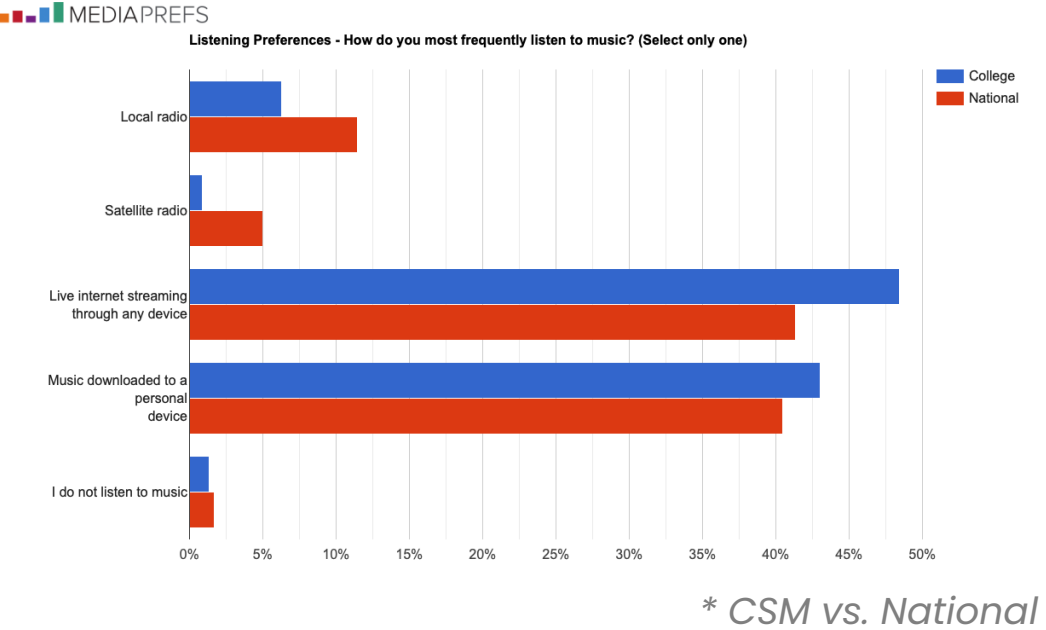
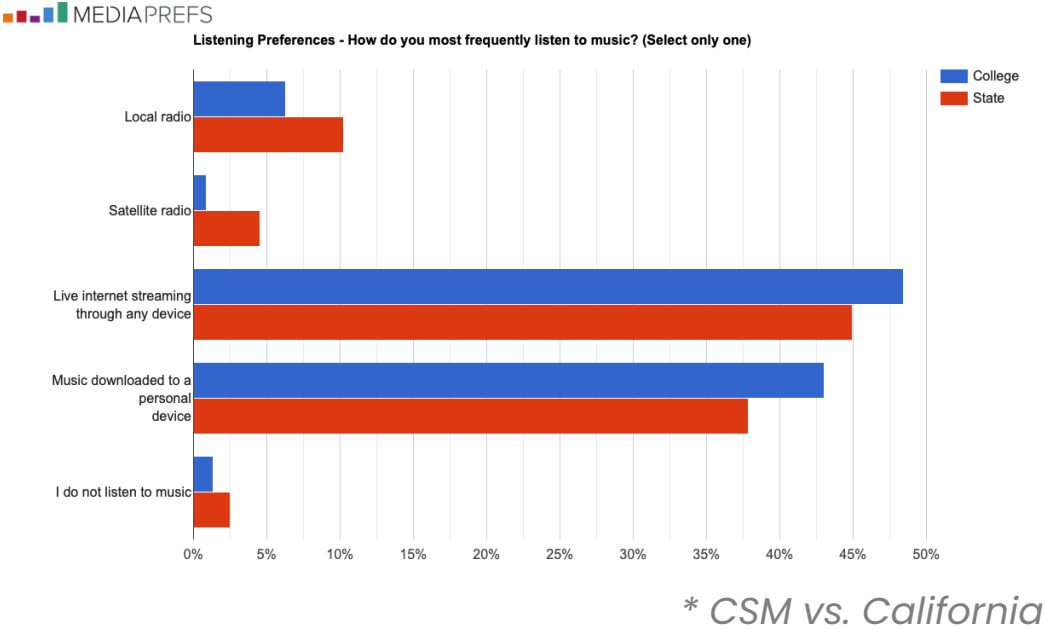
Although many languages are spoken by students attending CSM, **98%** indicated a preference to receive college advertisements, communications, and information in **English**.





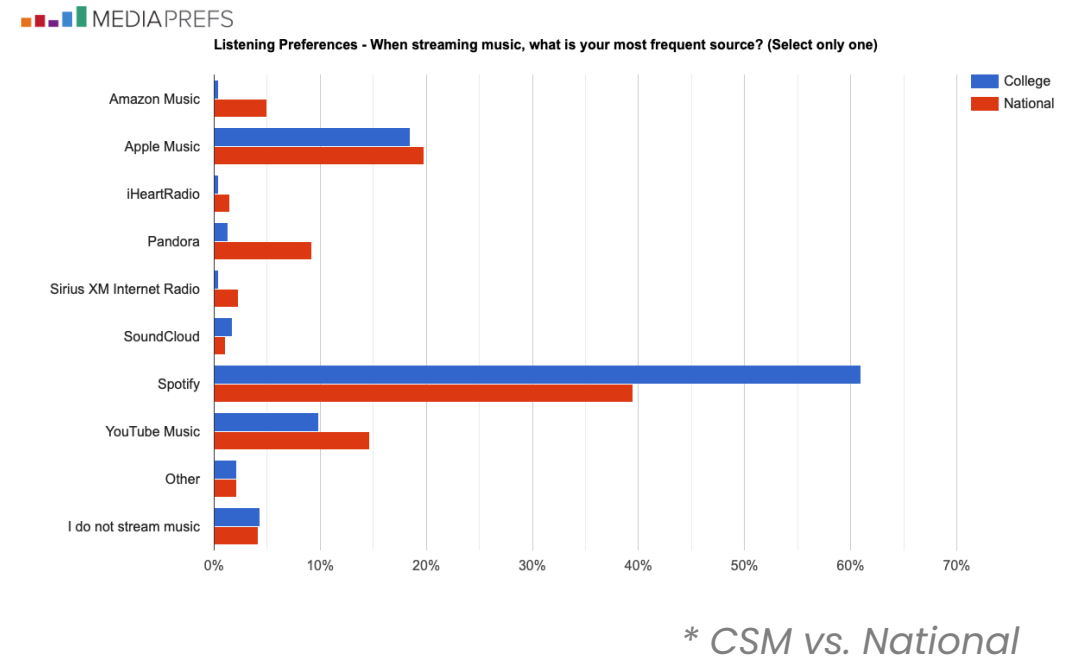
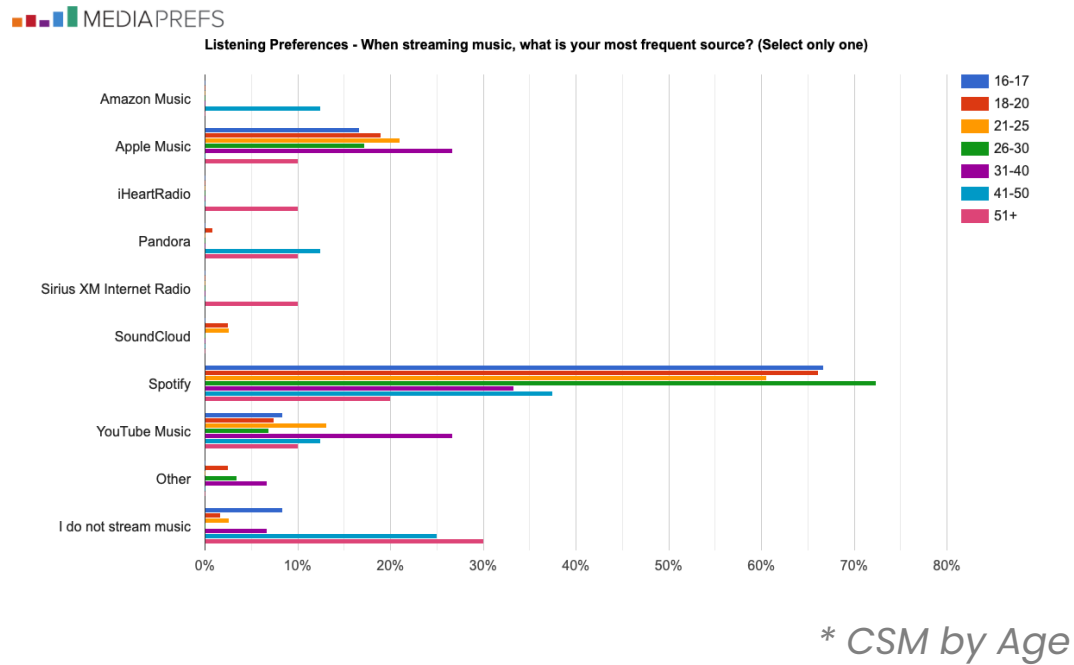
Listening Preferences

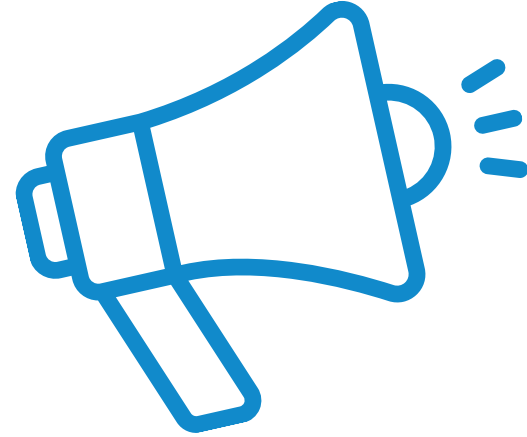
Students attending College of San Mateo listen to **less local radio** than other students in California, and nationally. CSM students **stream music** at a higher rate than other community college students.



Spotify is by far the leading platform for music streaming nationally, and the most popular option for CSM students aged 16–50.

CSM students prefer to stream on Spotify at a **much higher rate** than their peers both statewide and nationwide.



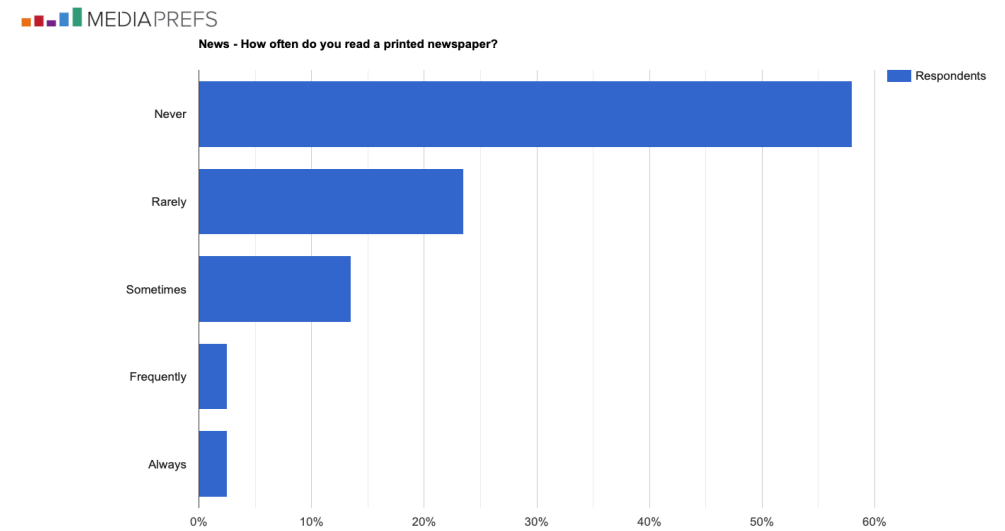


News

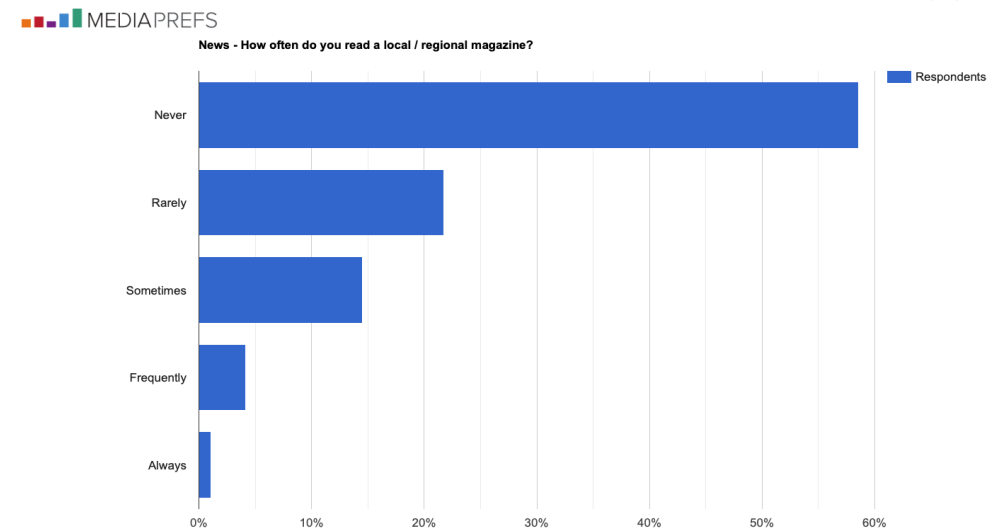
Printed newspapers and local/regional publications are **not being read** ... at least for most CSM students.

82% indicated that they “**never**” or “**rarely**” read a printed newspaper, and **80%** indicated they “**never**” or “**rarely**” read local/regional publications.

Which age group is reading the most?
Those **51+** indicate that they read printed news and publications more frequently, although the numbers are still very small for consistent readership.



* CSM Printed Paper, Aggregated



* CSM Local/Regional Publication, Aggregated

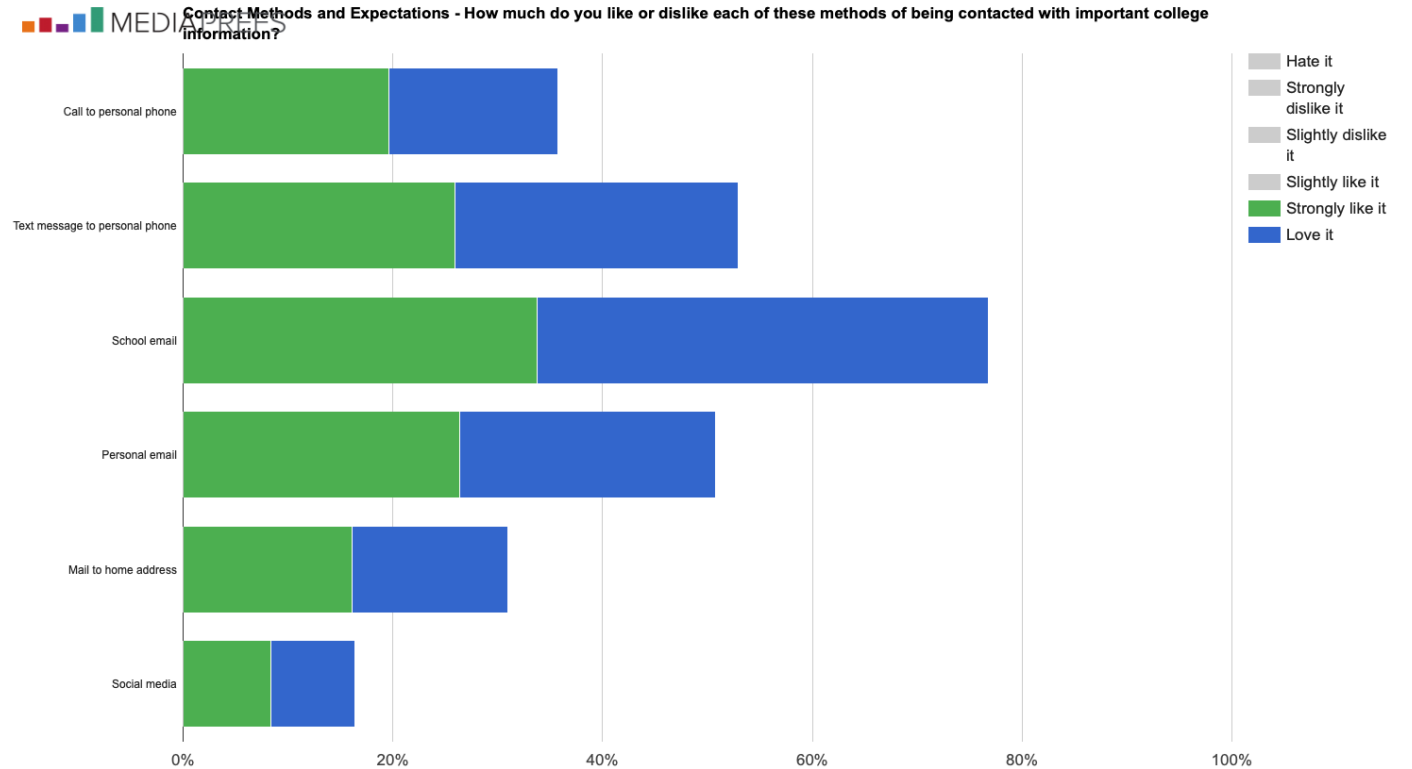


Contact Methods and Expectations

Through which channels do CSM students prefer to be contacted with **important college information**?

School email is their first choice, followed by **text message** and **personal email**.

This is in line with the national aggregated dataset. At a state level, students would rather receive a personal email over a text message.



* CSM Aggregated

You might know how to contact your students, but when they're looking for information ... **how do they prefer to contact YOU?** Email remains their top choice, followed by connecting in person. Their third favorite contact method varies by age and gender.

By Age

18-20

Email
In person
Text message

21-25

Email
In person
Phone call

26-30

Email
In person
Web chat (real person)

By Gender

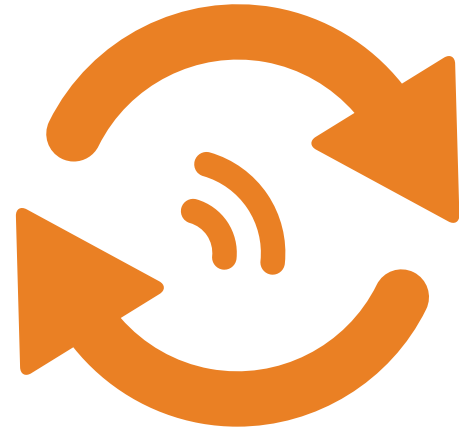
Male

Email
In person
Phone call

Female

Email
In person
Text message

** Viewing data for "Love it" and "Strongly like it" responses*

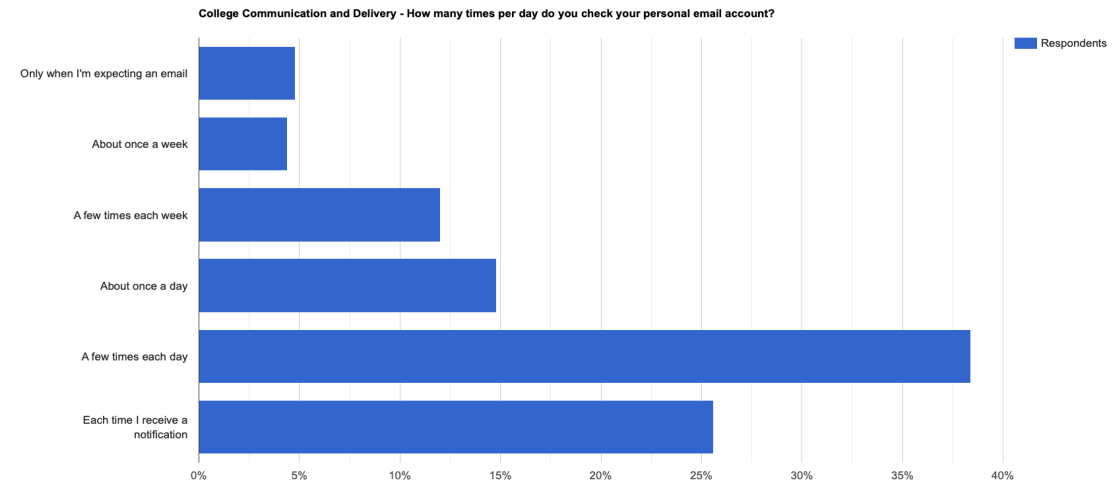


College Communication and Delivery

CSM students check their college email accounts **less frequently** than their personal email accounts.

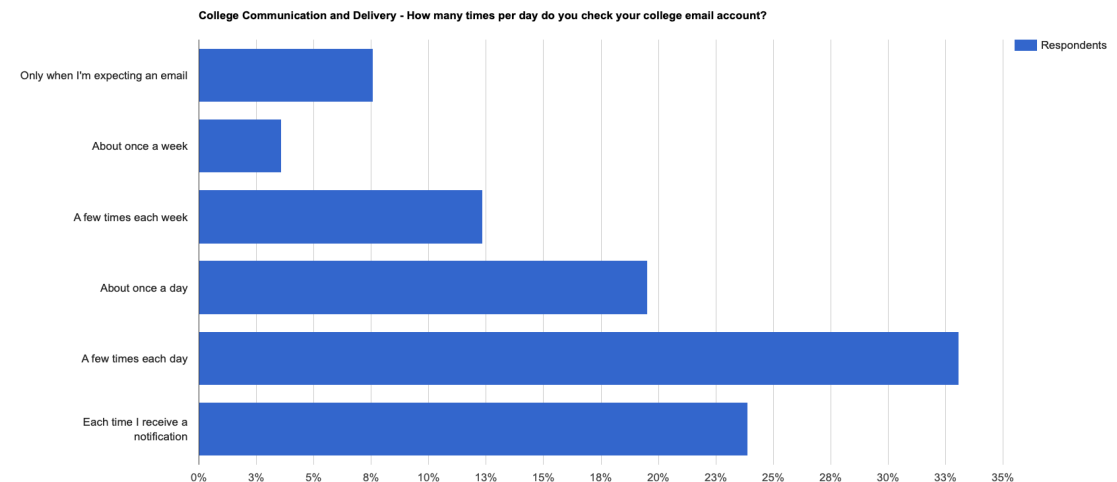
Even so, **57%** of students check their college email **daily** or **every time** they receive a notification.

MEDIAPREFS



* CSM Personal Email, Aggregated

MEDIAPREFS

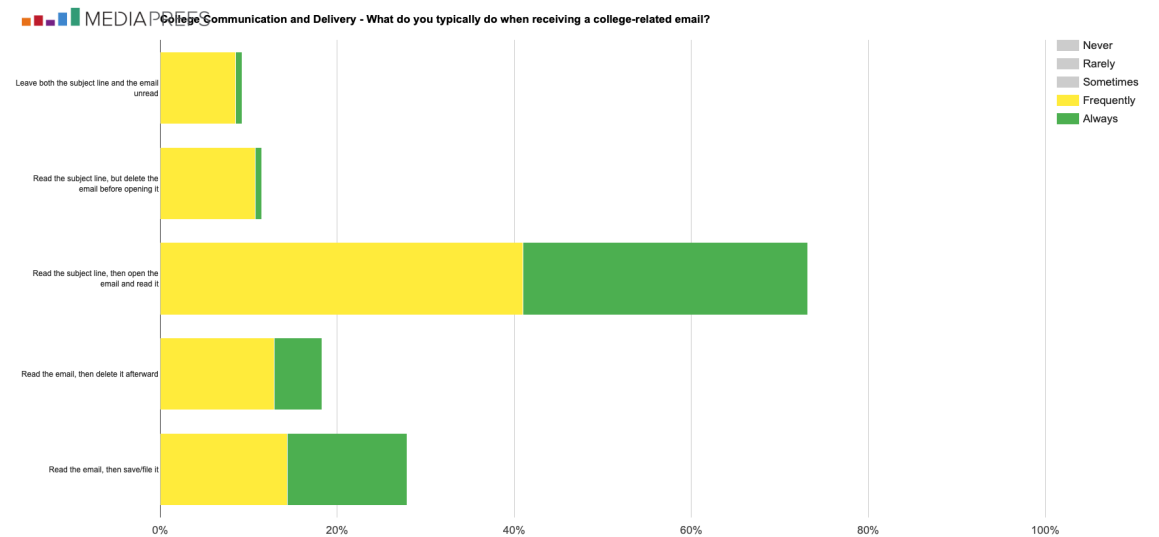


* CSM College Email, Aggregated

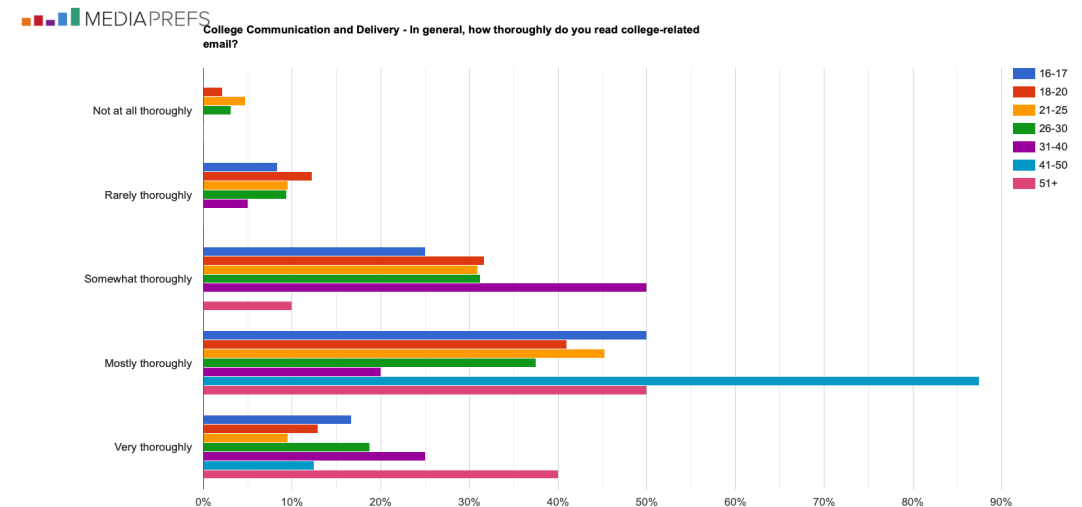
Are students **really** reading your emails? *They say yes!*

Most students indicate that they will typically read **both** the subject line and email copy of college-related messages when they receive them.

Only about 12% indicate that they don't read emails thoroughly. Older students tend to read emails **more thoroughly** than younger students.



* CSM Aggregated



* CSM by Age

“When it's from an **advisor**, a **professor**, or some information regarding school (registration, financial aid, degree progress, etc.).”

“When it says stuff about **free food, grades, deadlines**, and if I'm **expecting an email back** from someone.”

“If the subject **pertains to my circumstances**, I am more inclined to open and read it through.”

What makes you **want to open** an email from your college?

“**Subject line** that is **relevant** to my needs/interests.”

“If the **title catches my eye**, I will open and read it.”

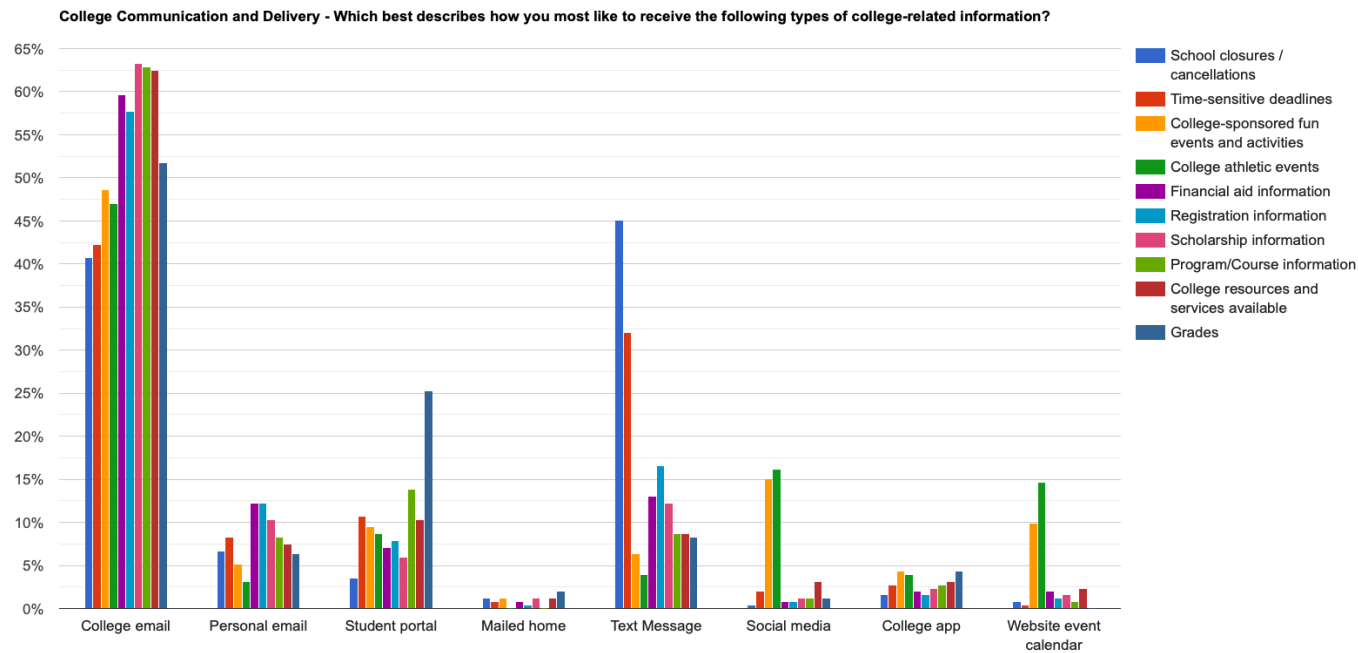
“**Time-sensitive** information that effects my financial aid and courses.”

“I do it as a **daily checkup** to make sure I'm not missing out on anything important, such as deadlines.”

Most college-related information is well received when sent via **college email**. **Text message** is best for notifying students of school closures and cancellations.

Nationally, students prefer **time-sensitive deadlines** to come through text message, but CSM students still prefer those notices to primarily come via college email.

MEDIAPREFS



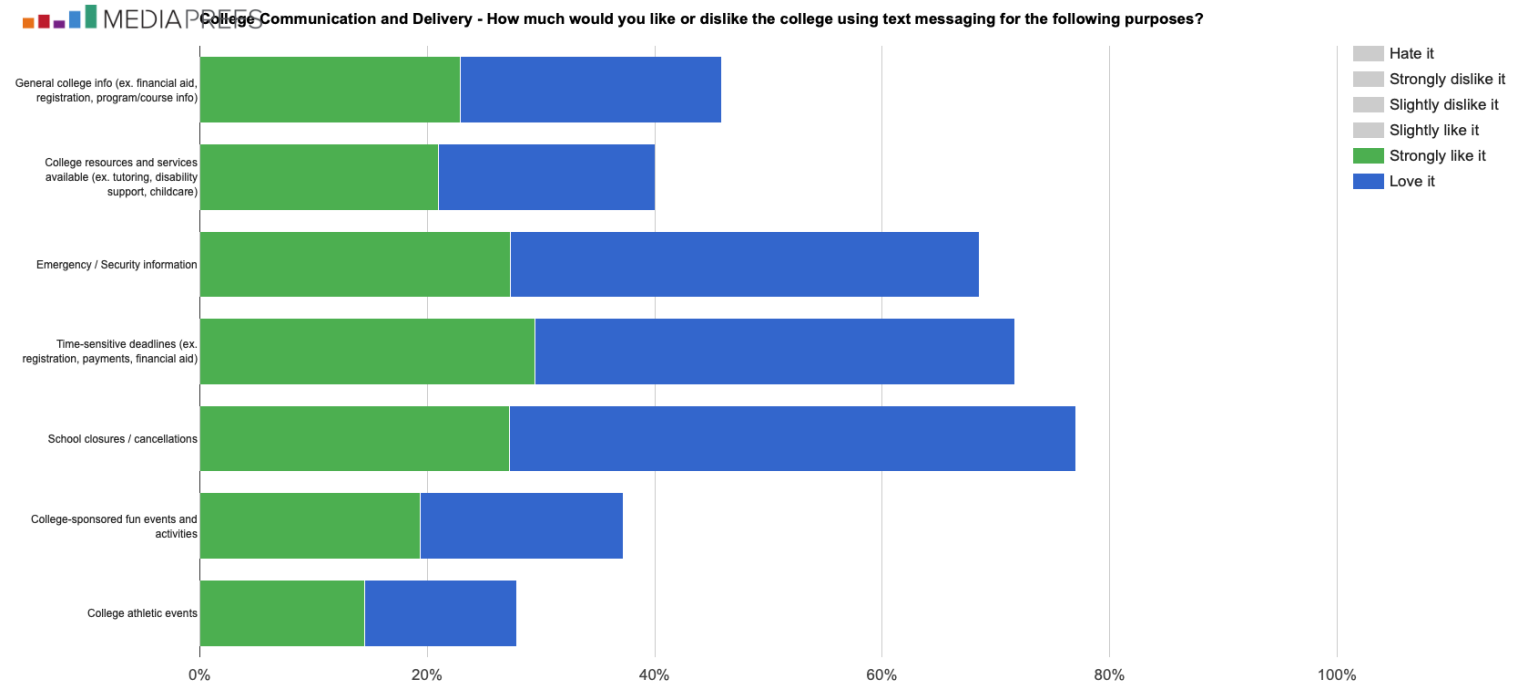
* CSM Aggregated

Texting CSM students about *everything* can be intrusive, so don't abuse the privilege.

Best uses for text are:

- School closures or cancellations
- Time-sensitive deadlines (registration, payments, financial aid, etc.)
- Emergency or security information

All the other things?
Leave it to their college email.

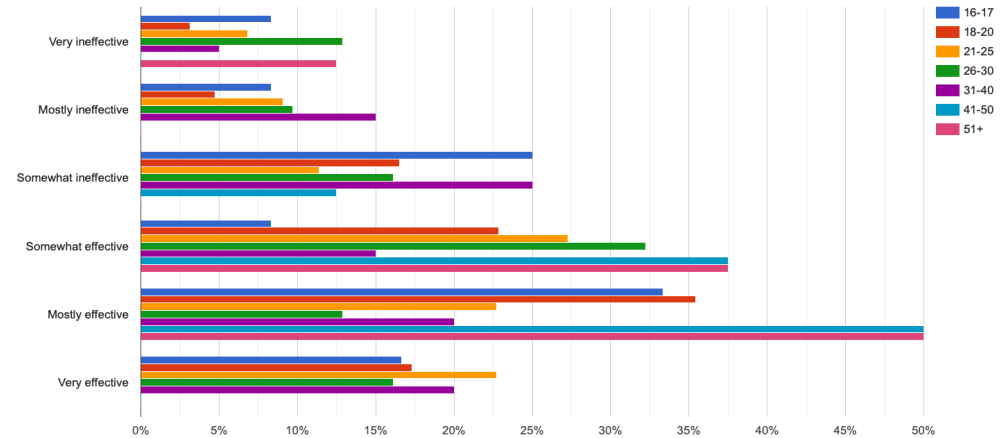


* CSM Aggregated

Older students seem to be **more satisfied** with their college's communication of the **financial aid** options available to them.

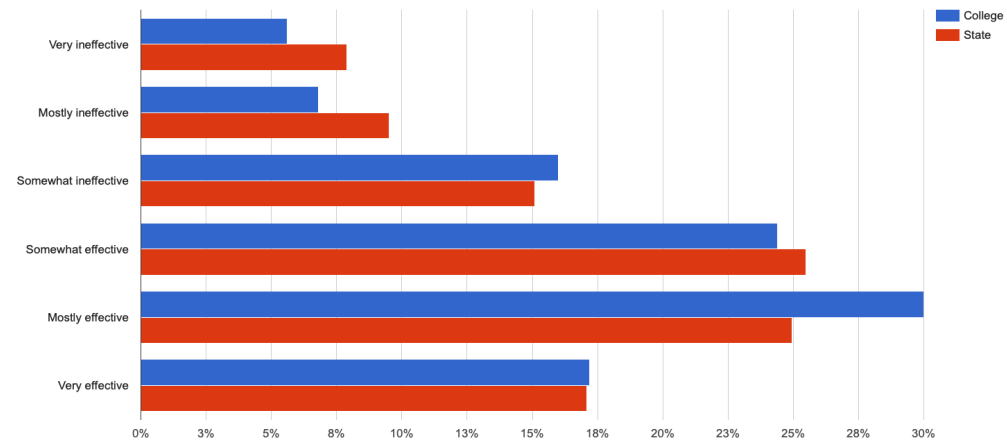
CSM students also appear to be **more satisfied** with their school's financial aid communication than students statewide and nationally.

MEDIAPREFS College Communication and Delivery - How effective is your college at communicating which financial aid options are available to you?



* CSM by Age

MEDIAPREFS College Communication and Delivery - How effective is your college at communicating which financial aid options are available to you?



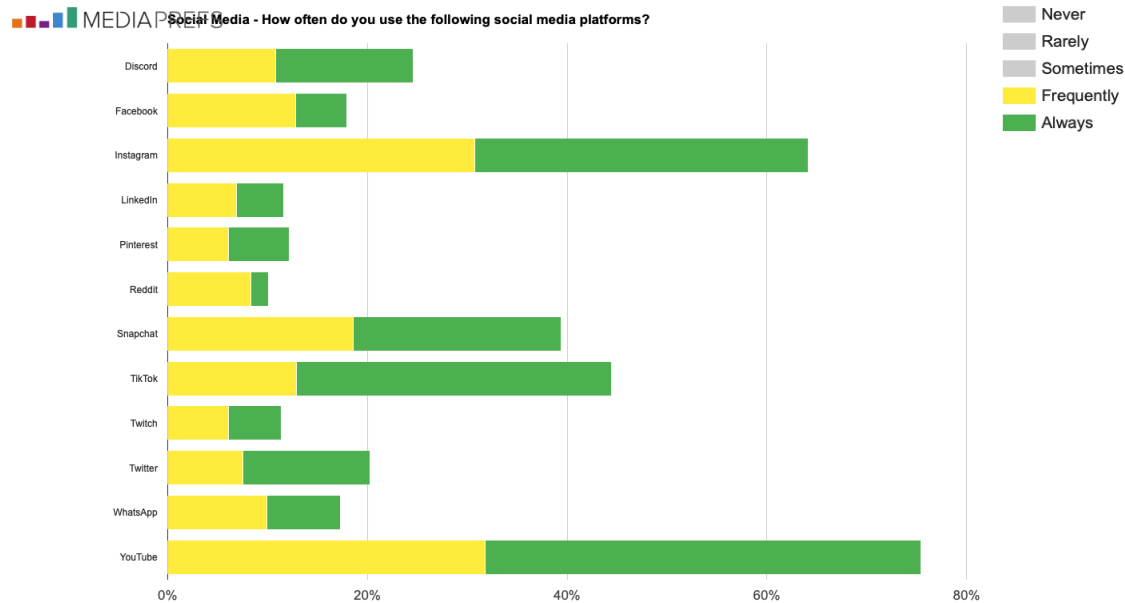
* CSM vs. State



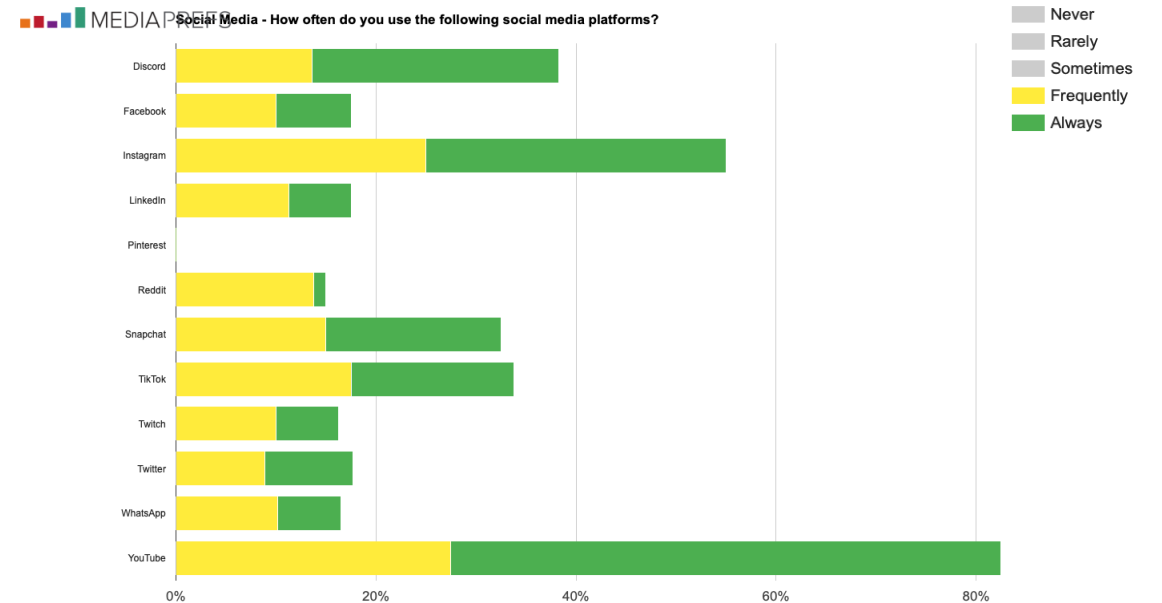
Social Media

YouTube is consistently the most frequently utilized social platform when data is aggregated. For CSM students, **75%** utilize YouTube “frequently” or “always.”

Male students utilize YouTube at a higher rate than female students, with **83%** of males saying they are on YouTube “frequently” or “always” (73% for females).



* CSM Aggregated

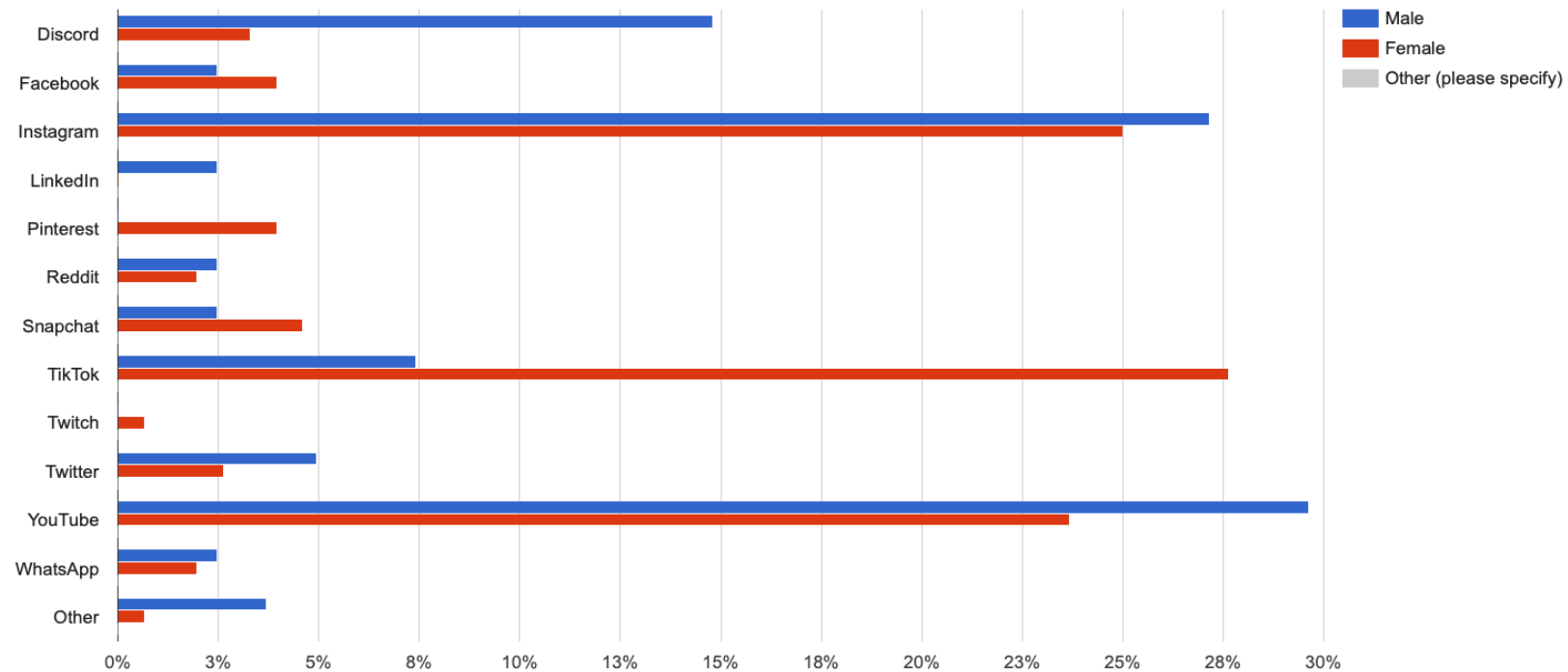


* CSM Males

The most *utilized* social media platform does not always equate to the **favorite** social media platform. Although YouTube is the most utilized social media platform for female students, they see **TikTok** and **Instagram** as their favorites instead.

MEDIAPREFS

Social Media - What is your favorite social media platform? (Bar View)

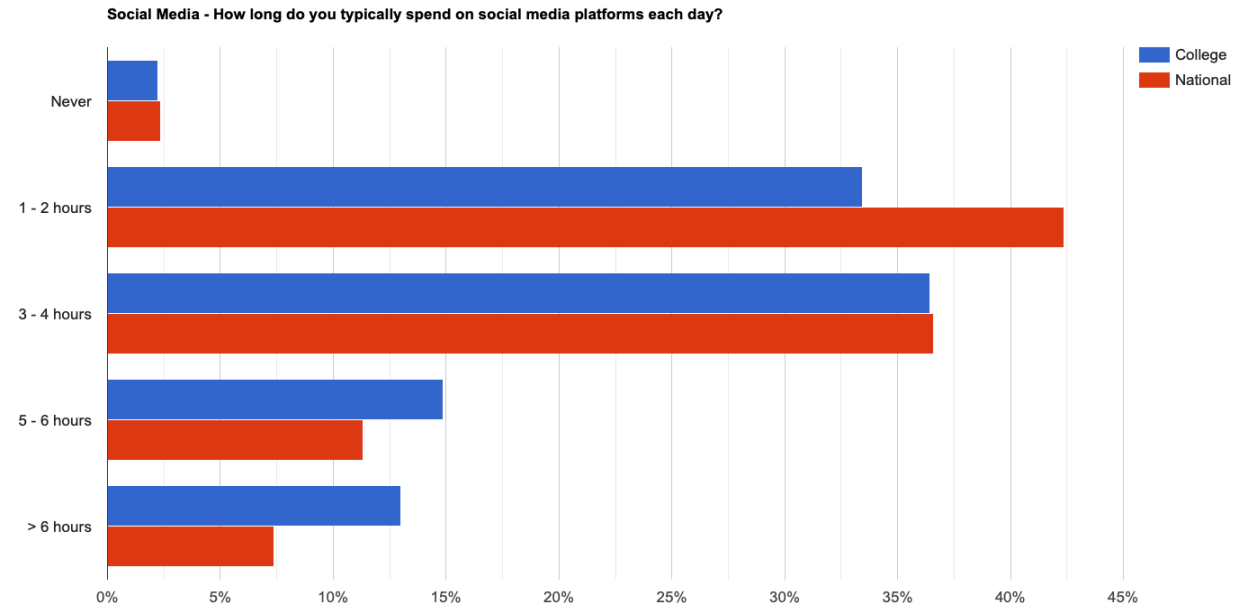


* CSM Male vs. Female

CSM students spend **more** time on social media than other students nationwide.

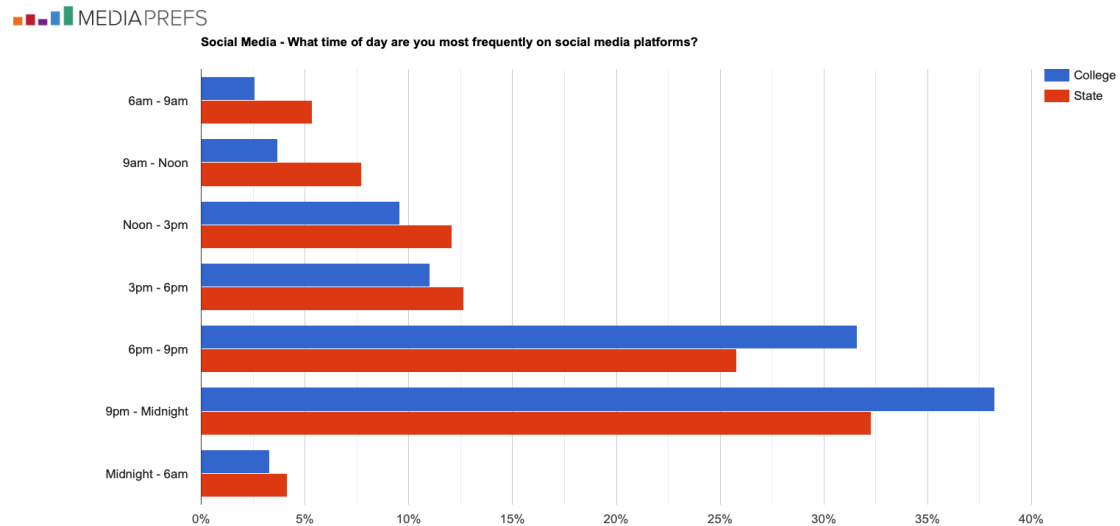
Students **18-25** spend about **3-4 hours** on social media platforms each day, while students **26+** spend about **1-2 hours** on social daily.

MEDIA PREFERENCES

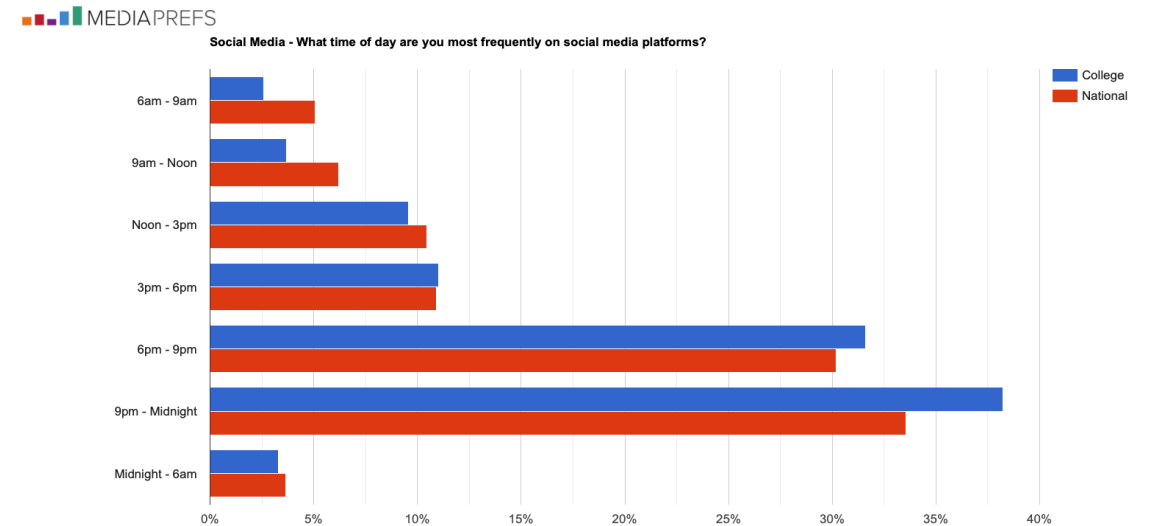


* CSM vs. National

Media Prefs data tells us that most community college students' social media usage peaks between the hours of **6 p.m. and midnight**. This is no exception for students attending CSM. In fact, CSM students are more apt to utilize social media between these hours than other students within the state and nationally.



* CSM vs. State

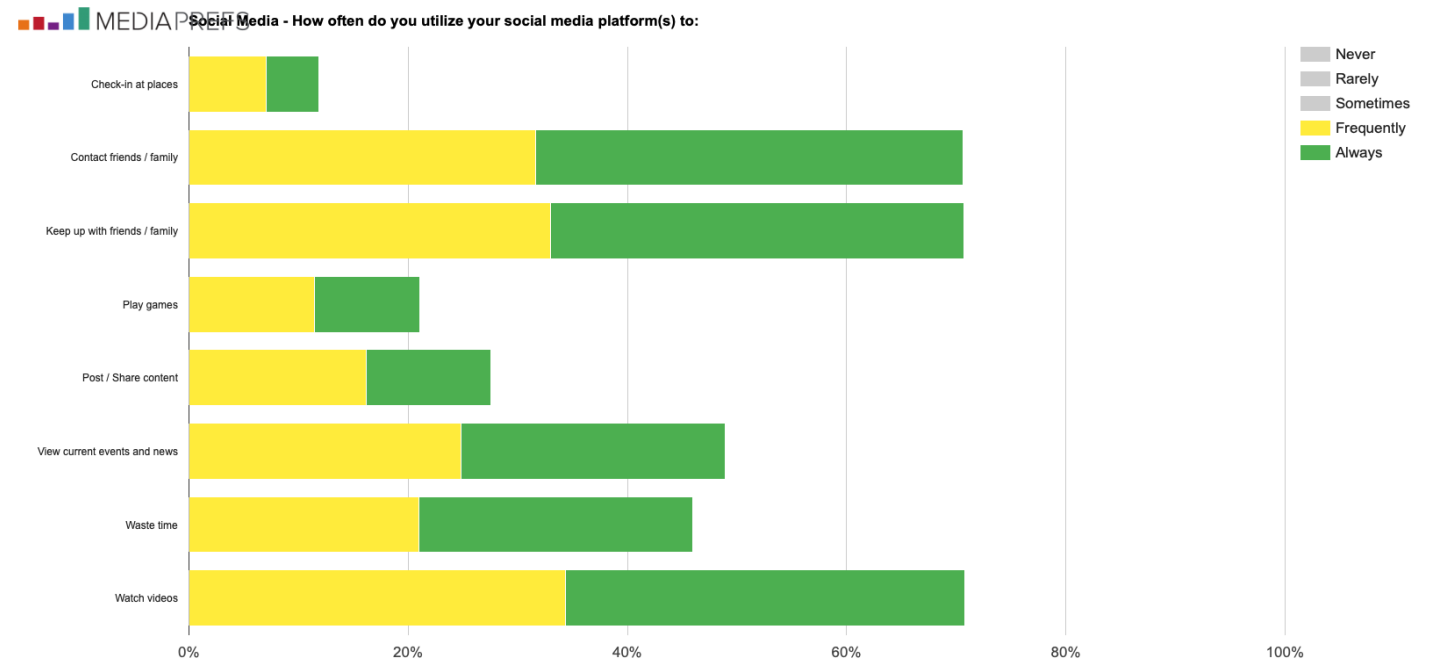


* CSM vs. National

How are CSM students utilizing their social media platforms?

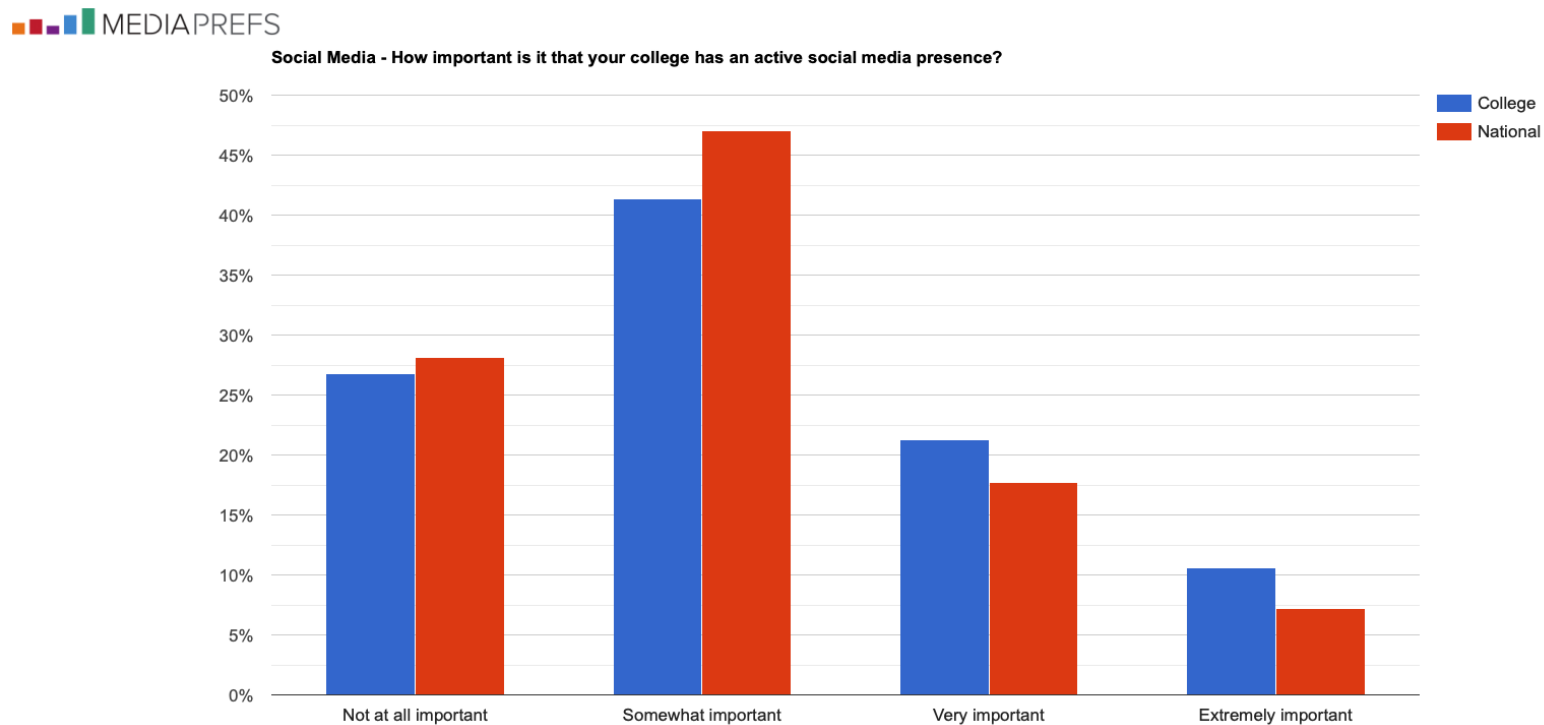
Most are **not** sharing or posting their own content. Apart from keeping connected with their family and friends, students are **watching videos** on their social media platform of choice.

Over **71%** are “frequently” or “always” **watching video content** on their social platforms.



Actively posting on **social media** can be a valuable channel for college communication.

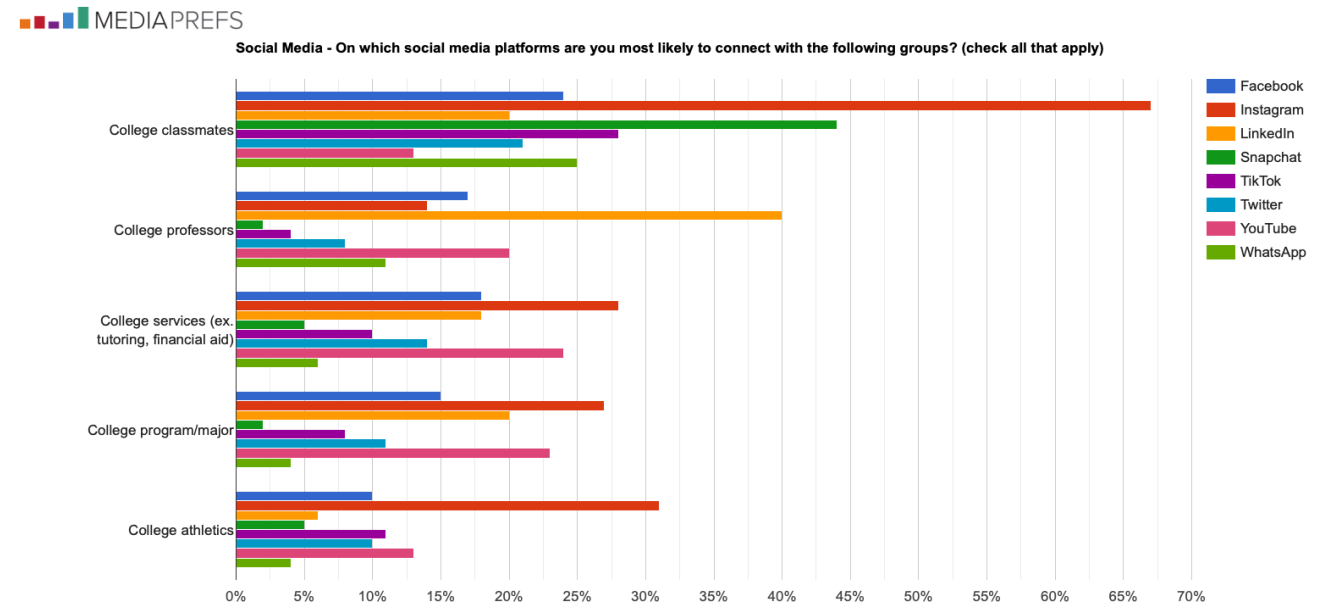
73% of CSM students believe having an active social presence is important for the college, which is more than seen nationally.



* CSM vs. National

Students have interest in connecting with their **fellow classmates** on social media platforms (primarily Instagram), but not college services, programs, or athletics.

Social media accounts for individual college programs or services may be **more of a hassle** for the college to maintain and coordinate than the benefit they'd provide to the students.



* CSM Aggregated



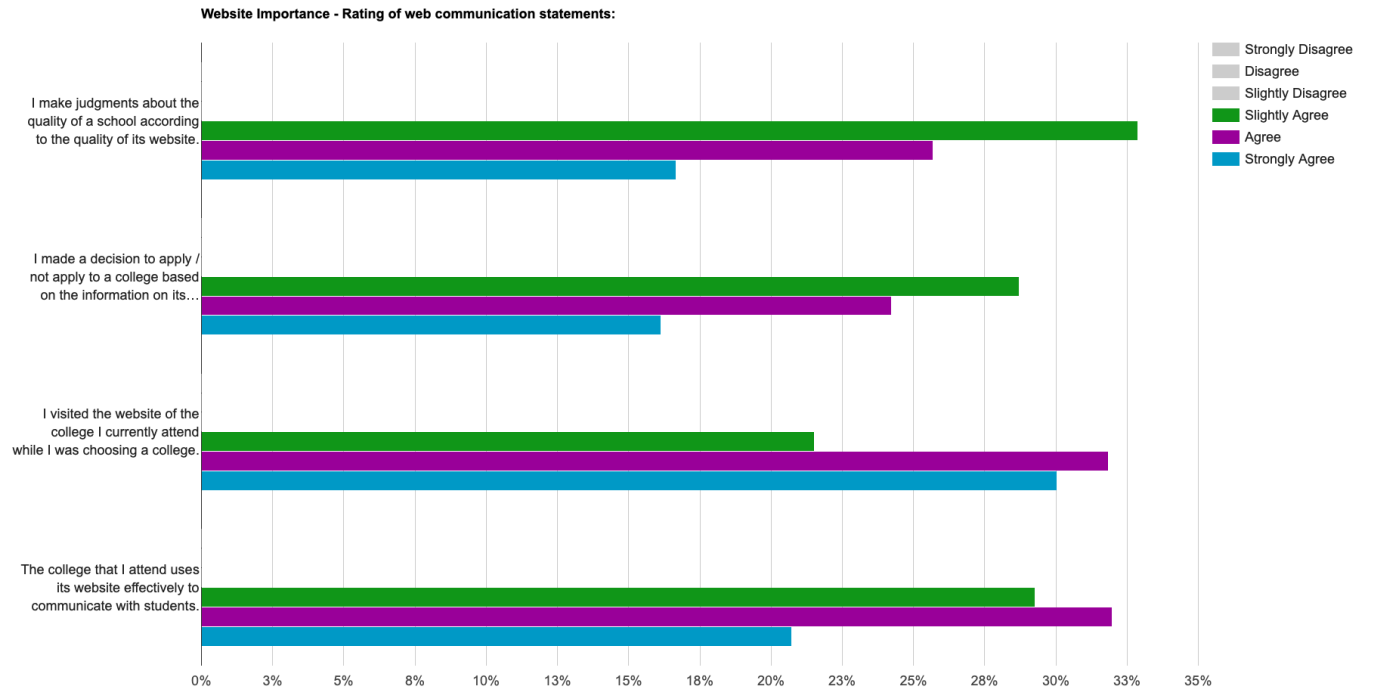
Website Importance

An effective website **could be the deciding factor** in converting a prospective student.

83% of CSM students **visited the website** during the decision-making stage, and **75% made judgments** about the quality of CSM based on the quality of its website.

82% of student respondents said that CSM uses its website **effectively** to communicate with students.

MEDIAPREFS



* CSM Aggregated

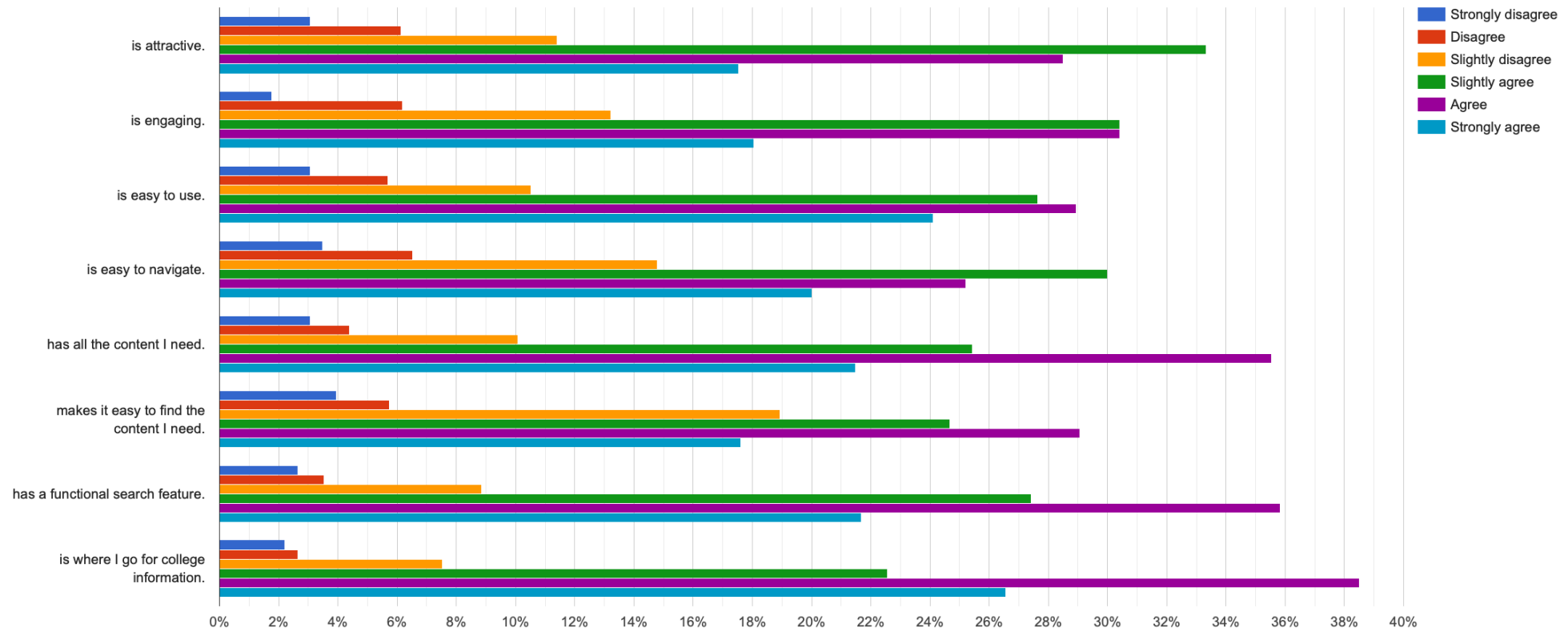
MEDIAPREFS

by interact

Overall, students are **satisfied** with the CSM website. Students find that it is **easy to use**, a **good source of information**, and is inclusive of the content needed. However, students shared that the website can be tricky to navigate, and that finding the content isn't always easy.

MEDIAPREFS

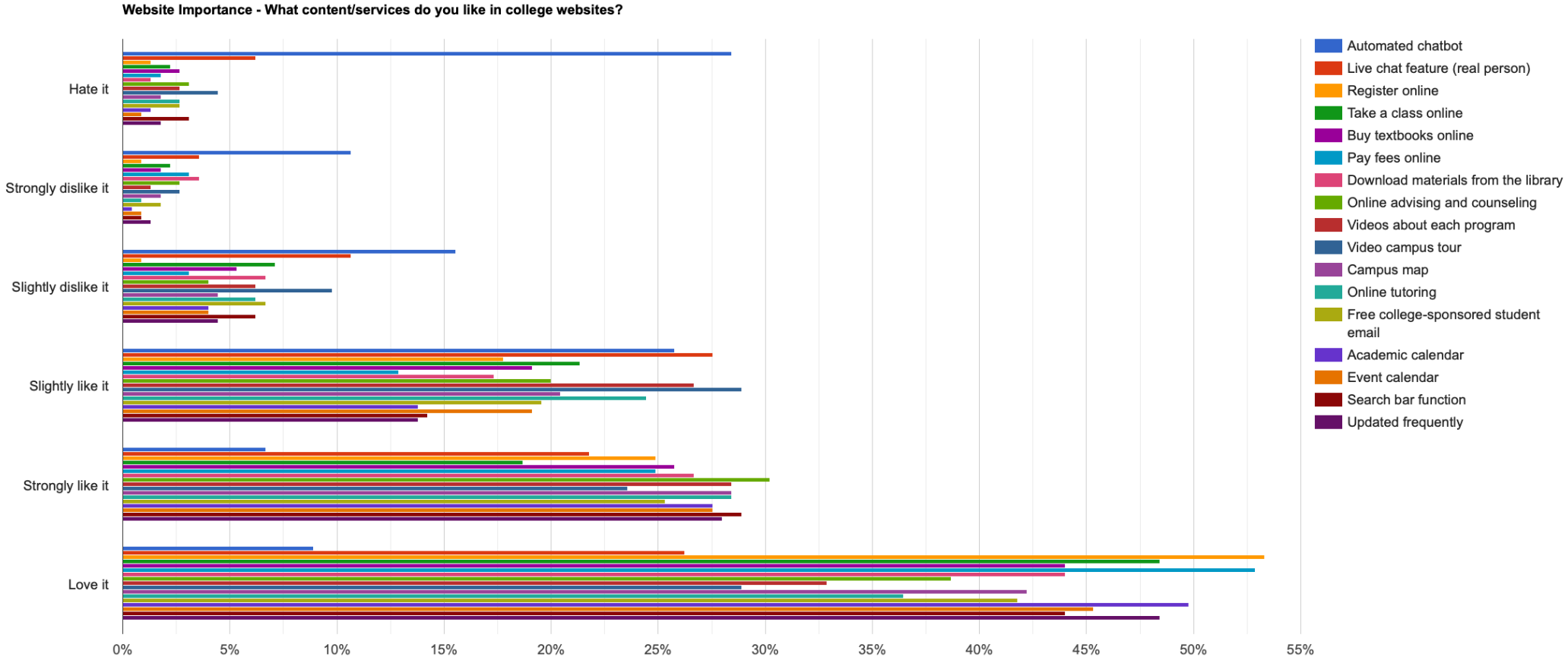
Website Importance - Please rate your level of agreement or disagreement with the following statements.
My college website...



* CSM Aggregated

CSM students, like others nationwide, **hate automated chatbots** on college websites. What do they LOVE? The ability to **pay fees, register, and take classes online**. It's also important to students that the website hosts an **academic calendar** that is **updated frequently**.

MEDIAPREFS



* CSM Aggregated

““ The **alphabetical filtering** is good for sorting through subjects and topics.”

““ **WebSMART**. Bare bones website, but it's fast and has almost every fee/registration tool I could need.”

““ Being able to use the **database** for research.”

““ **OneLogin**, which allows you to login to different sites on the website.”

If you could **keep** one thing about your college's website, what would it be?

““ Quick access to **upcoming important dates**. It's great.”

““ The **class selection menu** where it lists information about every class on campus.”

““ I would keep the **degree descriptions** along with the **career path** they can be used for.”

““ Hyperlinks to other websites for **external aid**.”

“ I'd make it more ... **colorful**, to an extent. It bores me to look at the site quite a bit, and I feel like having more **vibrant colors**/tabs for events would be great to **capture the college's essence** and creativity.”

“ **Organize it**. Some of the information seems random and I have to dig for it.”

“ Make it more **modern**.”

“ If I could change one thing it would be the **layout**. It's just very **outdated** and **not inviting**.”

“ Better **search bar results**.”

If you could **change** one thing about your college's website, what would it be?

“ Having the campus image at the front **home page** to look **more welcoming**.”

“ Make the **search better**. Make it easier to find things through the menu.”

“ Bring back the **online counseling form**.”

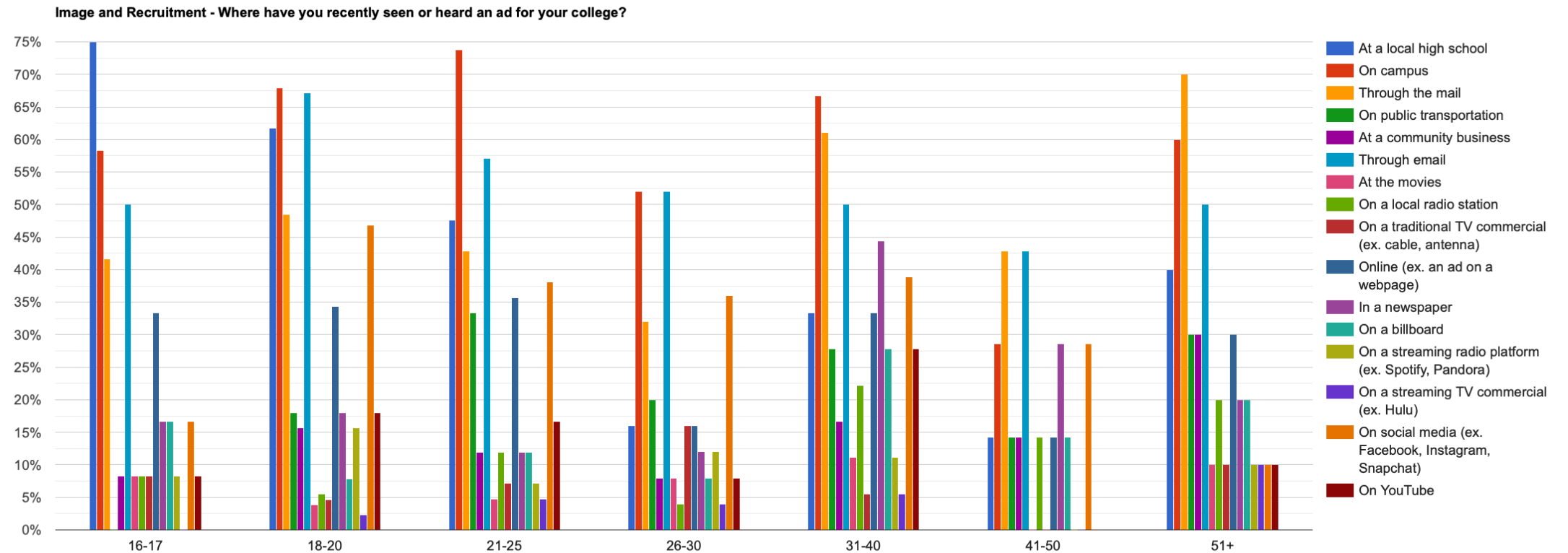
“ Add **instructional videos** for **WebSMART** and **WebSchedule**. They need to be polished and easy to understand. Hell, I'd make one for them if they paid me like \$50. It's really important for that kind of content to be accessible nowadays.”



College Image

CSM students see and hear promotions for their college in many ways. All ages note seeing **email** and **on-campus** messaging, but younger students are also citing their local **high school** as a location they've heard about CSM. Older students point to receiving **direct mail** recently from CSM, which isn't always seen nationally.

MEDIAPREFS

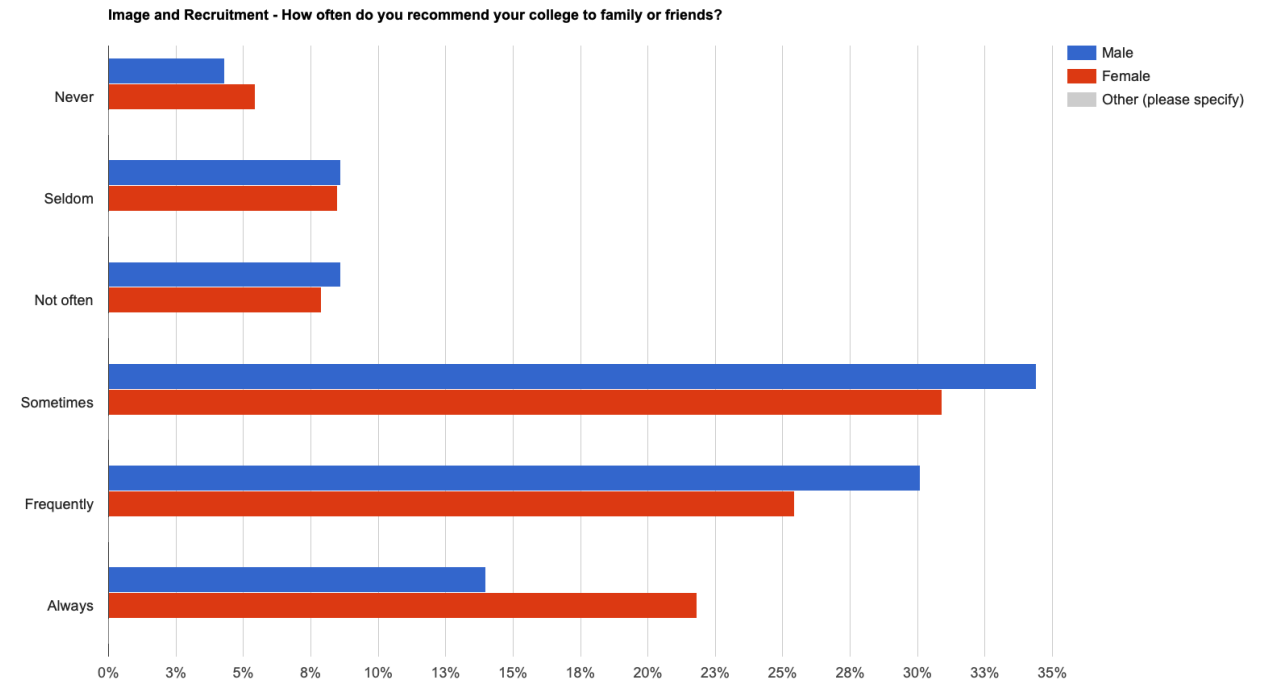


* CSM by Age

Word of mouth can be an important piece of the recruitment and college image puzzle.

Media Prefs data shows that CSM students **recommend their college** to family and friends more than other students nationally.

Female students are recommending CSM to family and friends **more frequently** than their male counterparts.



* CSM Male vs. Female



“ Yes, because going to community college was **one of the best choices** I made in my life.”

“ Yes. CSM has a lot to offer and helps save a lot of money. It also **allowed me to experiment** things in a safer environment, that I probably wouldn't have stretched myself out in a bigger four-year institution.”

“ Yes, it is a very beautiful and clean campus. The college **encourages student success** and opens up many educational and career opportunities to them. ”

“ Yes, because taking college classes in high school is very **helpful for my future.**”

“ Yes! Most of the people I know don't attend college so I hope that when I tell them my stories of going, it can somewhat **encourage them** to go back to school as well!”

“ Yes! But there is stigma around community colleges. But I'm proud to rep its **affordability** and **equitable mission statement**. Its Electronic Music program is fantastic, too.”

“ Yes because my college has given me all of the necessary tools. They've literally provided me with **financial support**, some of the **best counselors, professors, and services** of which I am greatly appreciated by. Thanks to that they have prepared me for the next step of my career which is to transfer.”



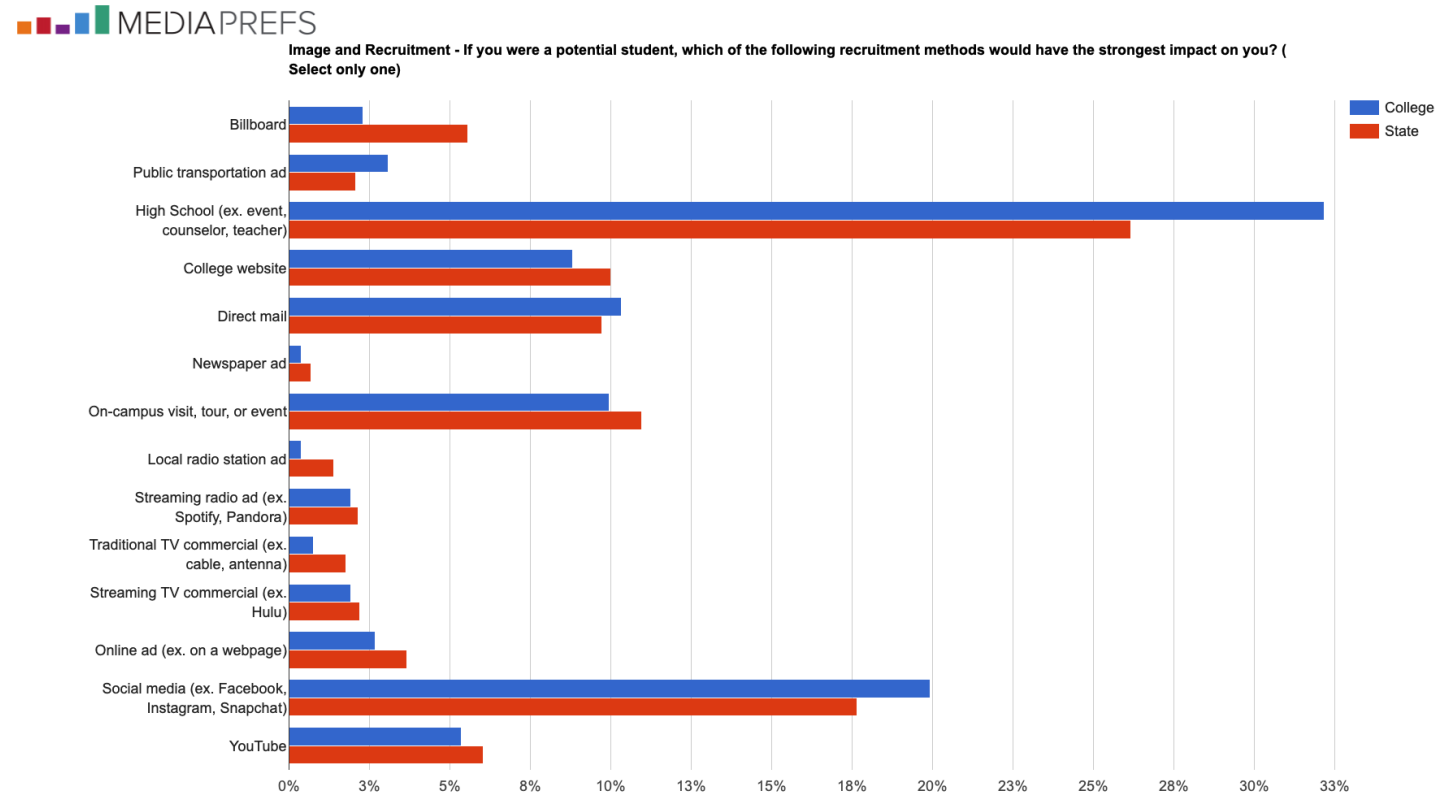
“ Yes, I am proud to tell others I attend college. It is a **huge accomplishment** that I thought I wouldn't reach at one point.”



Recruitment

Strong college relationships with area high schools can make a big impact on potential students. **High school recruitment** (through events, counselors, teachers, etc.) is seen as having the strongest impact on students **16-25**.

Compared to others within the state, CSM students double down on this, with **1 in 3** saying that CSM exposure in **high school** is the **most impactful recruitment method** (compared to 23% statewide).



* CSM vs. State

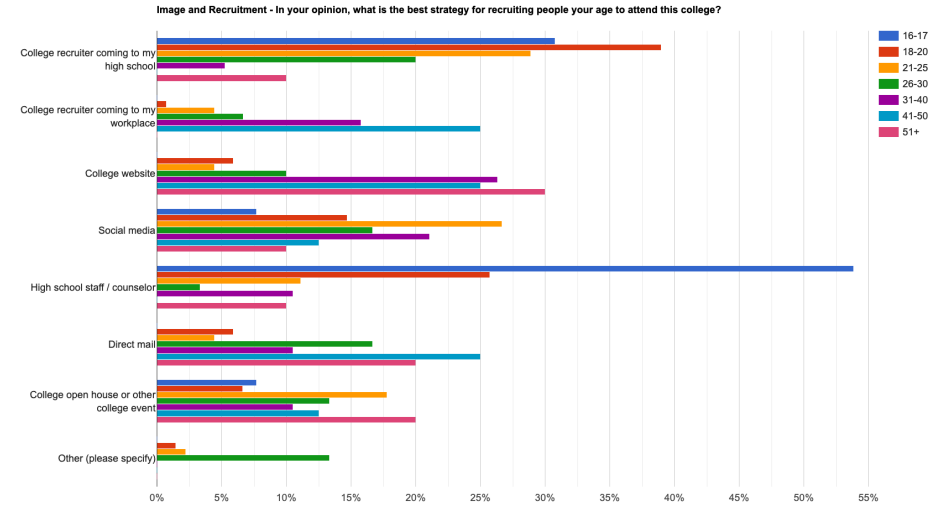
CSM students aged **16–25** recognize the importance of college recruiters being present in area **high schools** and the weight of **high school staff** and **counselors** in college decision-making.

Older students indicate that exposure via the college **website**, **social media**, and **direct mail** would be best for bringing others their age into the college. Social media appears to be more impactful for **male** potential students, and sending a college recruiter to a high school seems to make a stronger impact with **female** students.

College open houses or other in-person college events don't appear to be more impactful than other channels mentioned above. If you choose to host, expect to have more **female** over male interest.

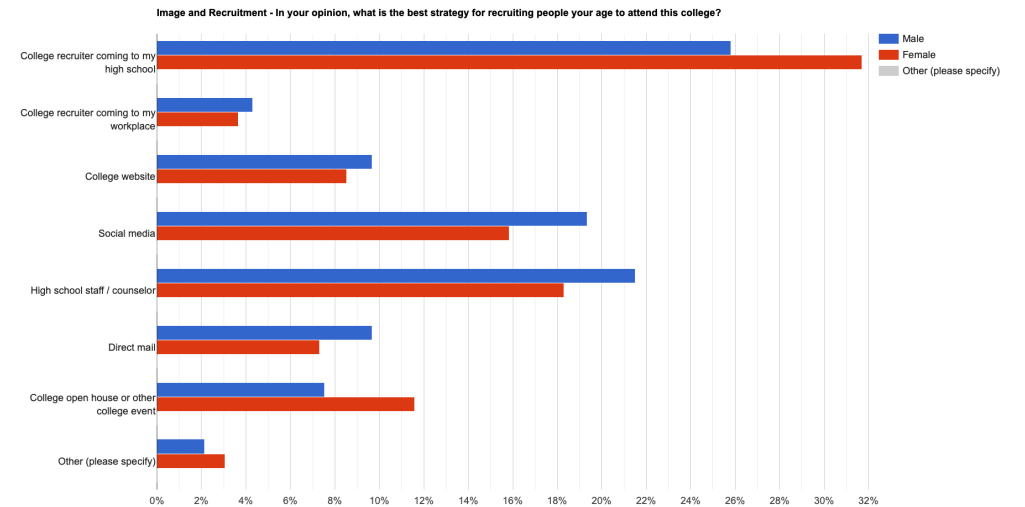


MEDIAPREFS



* CSM by Age

MEDIAPREFS

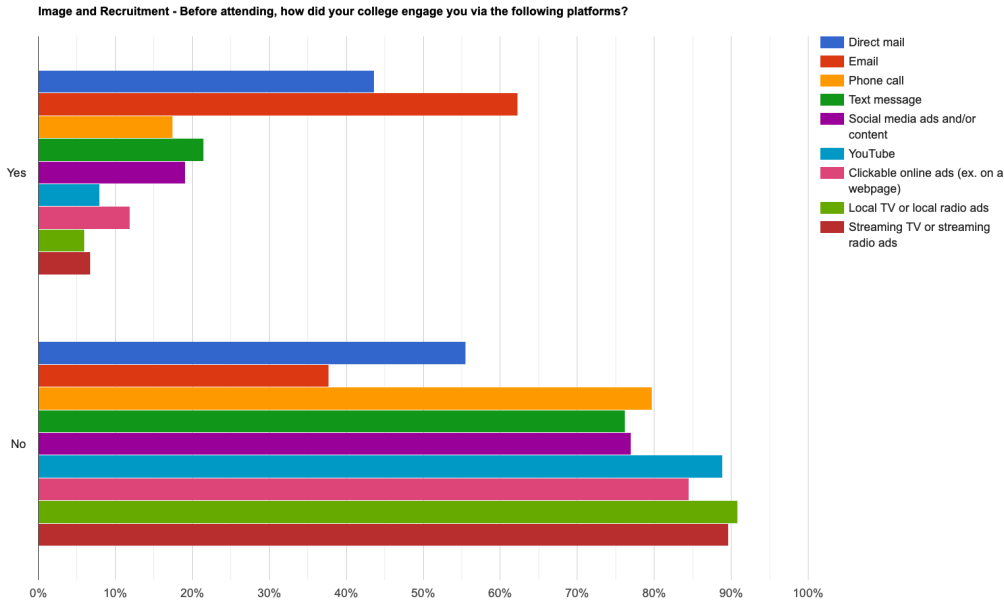


* CSM Male vs. Female

Before attending CSM, **62%** of students said that their college engaged them via **email**, and **44%** of students said that CSM engaged them via **direct mail**.

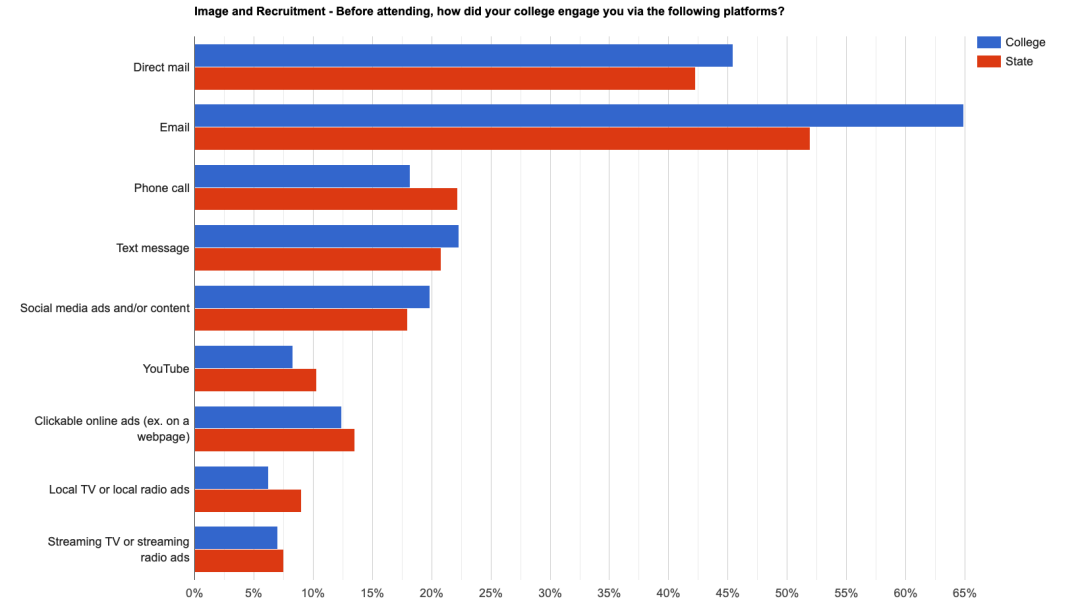
Both of these channels have a **higher engagement** frequency when compared to other colleges within the state.

MEDIAPREFS



* CSM Aggregated

MEDIAPREFS



* CSM vs. State

MEDIAPREFS

by interact

A potential student is **influenced by many factors** in their decision to attend college, and this influence can vary by age and gender. For students, the groups outlined below are the **most influential** in a potential student's decision to attend their college.

18-20

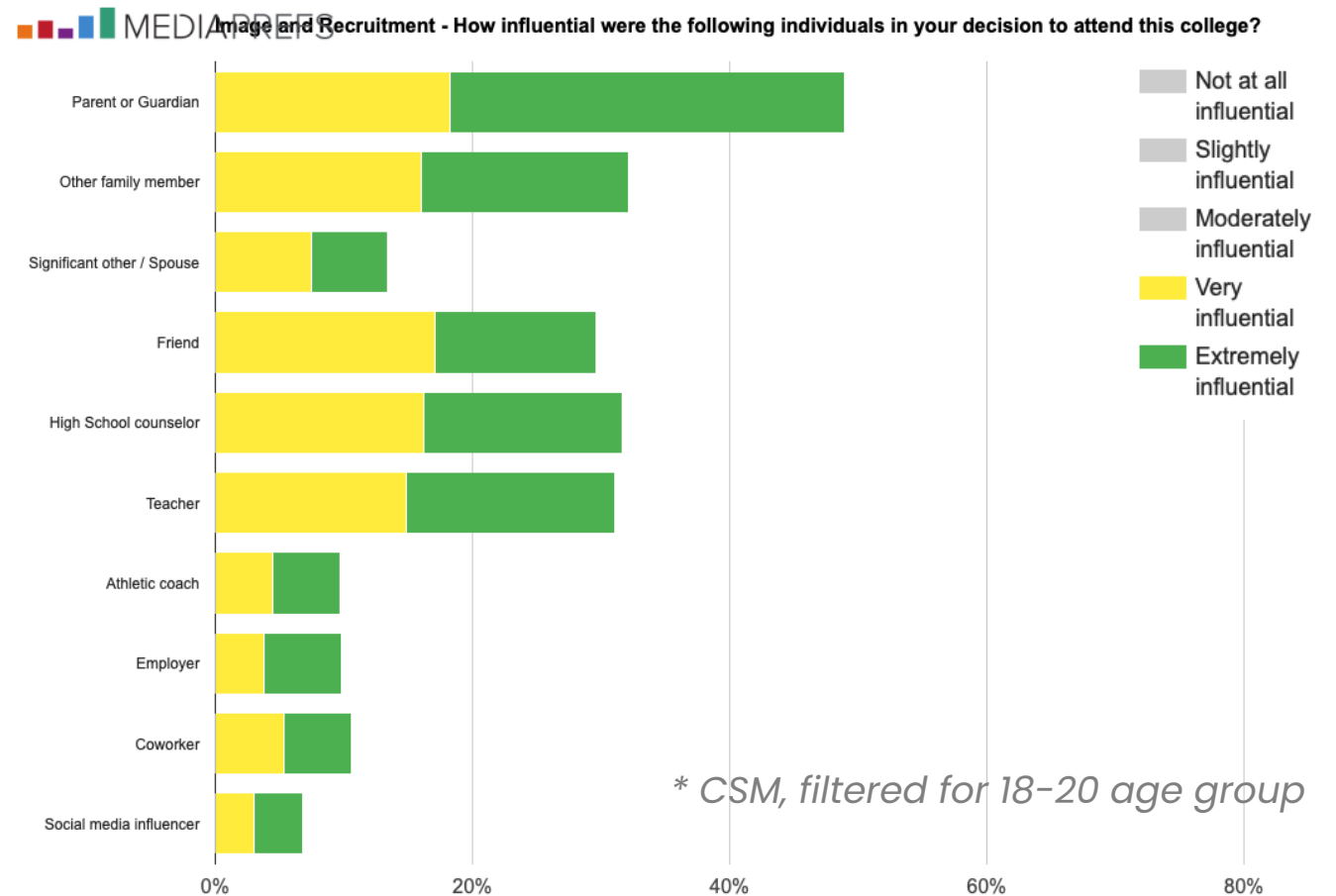
1. Parent/guardian
2. High school counselor
3. Other family member

21-25

1. Other family member
2. Parent/guardian
3. Friend

26-30

1. Significant other/spouse
2. Parent/guardian
3. Other family member



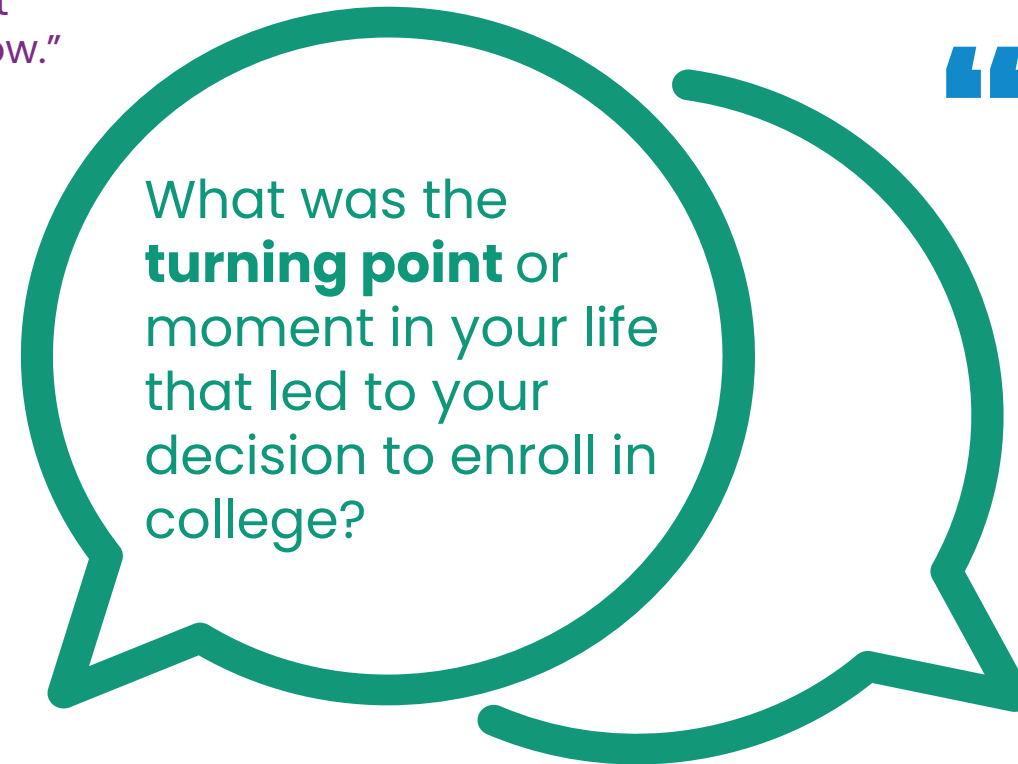
“ My **dad works for the district office** of the college and when I was 5, I told him I wanted to eat lunch with him every day at school. We eat lunch together on Thursdays now.”

“ I realized it was **closest to home** and I received the most **support**.”

“ When I was a senior in high school, my father passed away and we were in a financial and mental crisis in my family. Going to CSM was the **best option financially and mentally** as we could afford it and I could stay close by to home.”

“ In my senior year of high school, I **visited** and **experienced** this school under the leadership of my **teacher**.”

“ I was **waitlisted** from my other colleges. I was redirected to CSM after discovering the **Promise Program** but it **changed my life for the better**. I'm saving so much money, time, and peace of mind by attending CSM.”



“ Working a 9-5 shift Monday-Friday made me realize I **can do better for myself**.”

“ College of San Mateo has a **good nursing program** based on what I hear within my community. It is also **cheaper** which is a plus since I pay for all my school bills.”

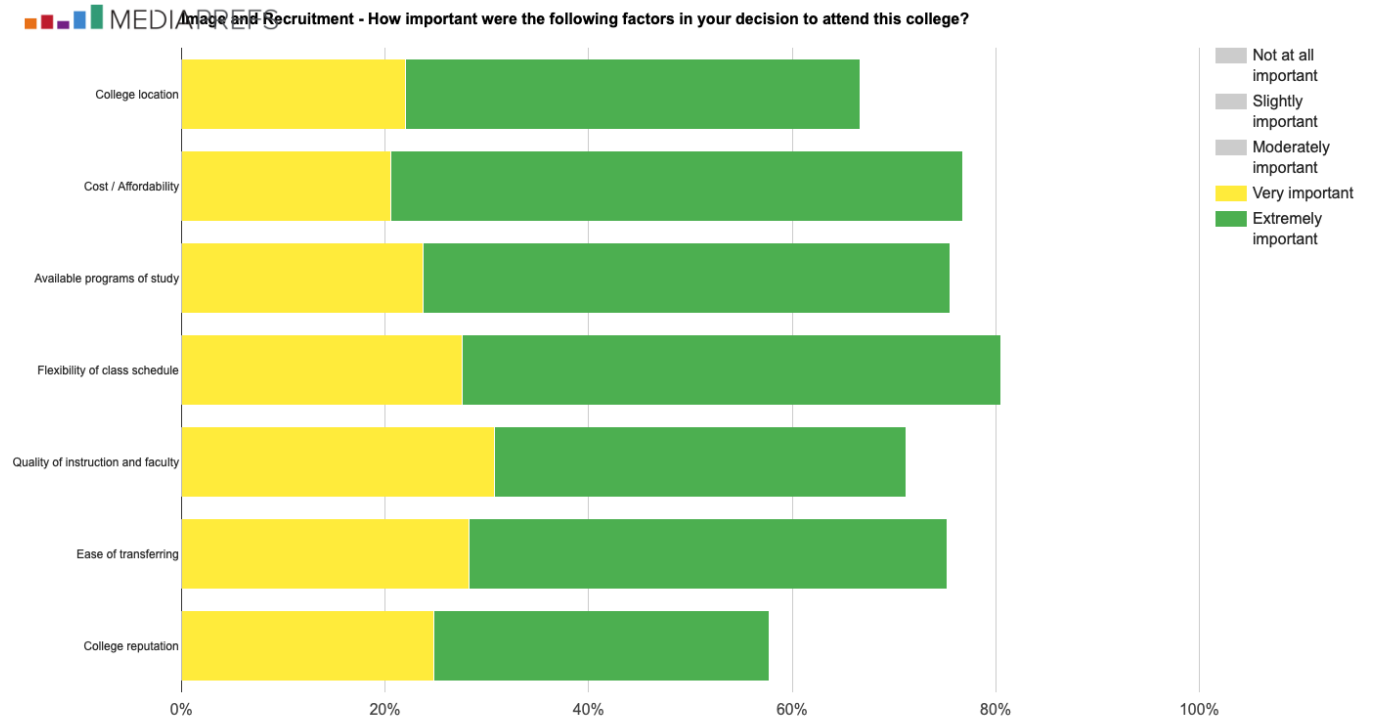
“ I'm the oldest of 10 kids, so I wanted to **set an example** and make my parents proud.”

“ Onboarding at work did not provide extensive training, so I sought **additional training** to be **better equipped to do my job**.”

When aggregated, CSM students identified the **three most important factors** in their decision to attend their college as:

1. Flexibility of class schedule
2. Cost/affordability
3. Available programs of study

3 in 4 students call out the **ease of transferring** as being significant as well (only 64% do nationally).



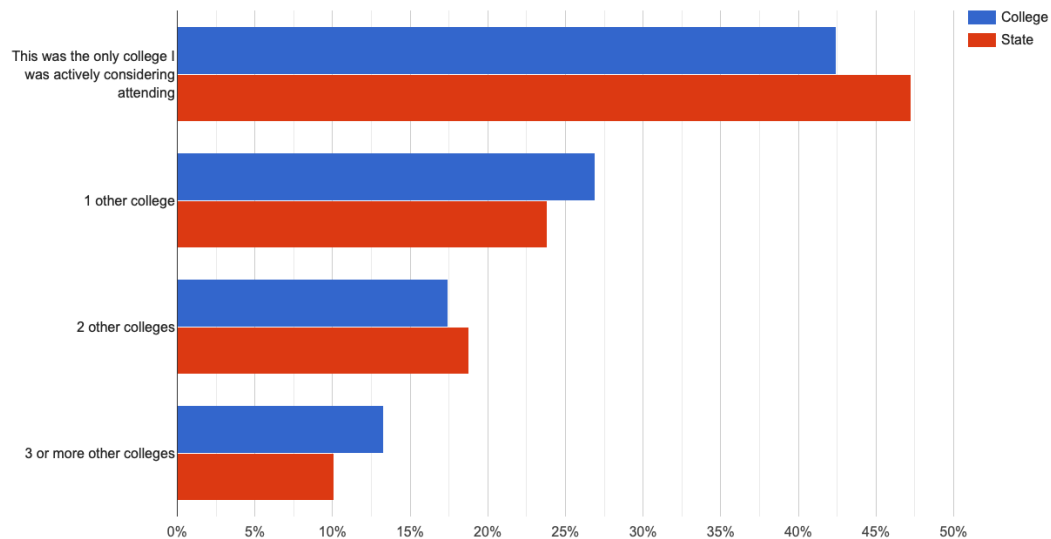
* CSM Aggregated

While exploring potential college options, CSM students were actively considering **more options** than other students statewide. **58%** of CSM students were actively considering at least one other college, compared to **53%** statewide.

Female students were actively **considering more options** than their male counterparts.

MEDIAPREFS

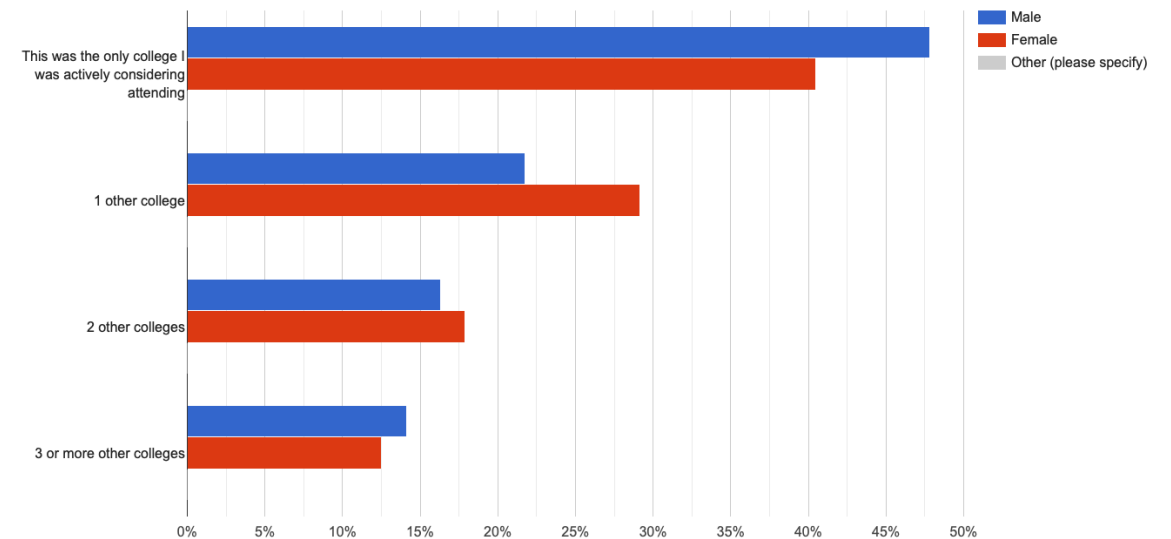
Image and Recruitment - How many colleges were you actively considering before deciding to attend this college?



* CSM vs. State

MEDIAPREFS

Image and Recruitment - How many colleges were you actively considering before deciding to attend this college?



* CSM Male vs. Female

“Many are still in the mindset of “needing” to go to a four-year university for prestige. CSM should stress the **affordability** and the ability for students to take their degree **at their own pace, on their own time**. CSM was a big mindset switch for me, but one that **opened my eyes** to how to manage my time efficiently and why getting accepted into universities isn't a fail-safe for your career. The hard work you put into your craft is what will make you successful, **not your alma mater**.”

“They want to **observe** and **get information**, not be questioned or put on the spot about what their interest is, because chances are if they are attending these events many perhaps **don't know what they want to do**, but they are at least interested in continuing school.”

“They don't always know what they want to pursue or what they want to choose for their major. They may **need help deciding** this and finding their path.”

“Students are very **unsure of their futures**, especially nowadays. College recruiters, at least to me, read as though they want to sell me rather than care about my future. That's why **I trust counselors** rather than recruiters, because they're not trying to steer me. They're trying to help me find what's best for me.”

“We don't know what we're doing. We need help registering.”



“Talk about the **help available to all students**. Not just financial aid but things like SparkPoint, EOPS, additional help on exams, tutoring. All things to **encourage success**.”

“Don't make it sound like they **HAVE TO** be full-time or it's the **BETTER** option. Reassure them that **they are in control** of their time now and part-time is a great option for those who are unsure of their career path.”

“**Word of mouth** is the most **valuable** thing. If a trusted friend tells you about the experience, you're much more likely to join as a result of that over any advertisement.”

“Most students in the Bay Area high schools have some pretty negative preconceptions about College of San Mateo since it is seen as the last resort if seniors don't get into the prestigious college of their dreams. Instead, CSM's campus and classes are **very high-tech** and **up-to-date** and not at all what people made it seem like. I would **definitely come here happily** instead of as a last resort now that I've experienced it.”



Retention

“ There were **a lot of forms**, but I also had **no idea how to schedule an appointment** with the school counselor other than dropping in to the online office hours.”

“ Getting to **understand the user interface** of WebSMART and WebSchedule, and scheduling classes.”

“ **Language** and **financial** barriers.”

“ My **thoughts** on how this affects my **reputation**.”

“ I had no idea what I was doing because I was a **first-gen college student**.”

“ **Money, time, availability**. Online classes mostly overcame the time and availability problems for me. **Financial aid is difficult** like jumping through fiery hoops, with all the limiting criteria, especially for a career changer, older worker, who has taken courses, got an AA degree before that is no longer relevant. Limits on past degree, no more than 90 credits, and more makes it severely difficult to get aid. I did not need aid before, but now as I'm not working, **I need aid more than ever**.”

“ **Changing my entire path** from going straight to a four-year to community college. **Accepting that**, at first, was a bit difficult.”

“ **Knowing where to start**. I felt as if I didn't know where to start or like I was **always missing something** that I had to do.”

“ Having to attend a **group counseling** session.”

“ Not knowing anything and having **so many different departments** that I wish there was a general center that helped direct calls to the correct department.”

“ As an older student, **being in a lower priority status** than younger students on a degree track.”

“ **Language** because I'm a foreign student.”

“ A lot of **unnecessary hoops** to jump through, like having to call specific people at specific times, filling out specific forms, and setting up all kinds of accounts. It was **very confusing** and **time consuming**.”

What is the **biggest barrier** you faced when **applying** to this college?

“ Struggling to **decide if I wanted to do in-person classes** because I really didn't want to go in for three-hour classes in-person.”

“ Having to **sort through all the classes** and figure out which ones are **transferable**.”

“ Discovering that my AP classes already satisfied the same area of a class that I was taking that semester. I hadn't submitted my senior AP scores, and **I hadn't been reminded to**.”

“ Figuring out a **good schedule** and making sure classes **didn't overlap**.”

“ Trying to find certain classes only to then find out that they're **only available during certain times of the year** (like a class only being available during the spring semester).”

“ A class I needed to take **filled up really quickly**, leaving me on the **waitlist**, which was **stressful**.”

“ Not knowing how **big or small** the **workload** would be in a class until the class already begun, making it **difficult to know how many classes** I could handle taking in a semester.”

“ The biggest barrier I faced was the **reviews** with some of the **professors** I had chosen.”

“ Classes **not being offered online**. Too many professors want to teach in person and won't listen to the students who want online classes.”

“ **Remembering** when **deadlines** were.”

“ **Cost** and **online classes changing to in-person**. I'm not ready for in-person, and strongly prefer online.”

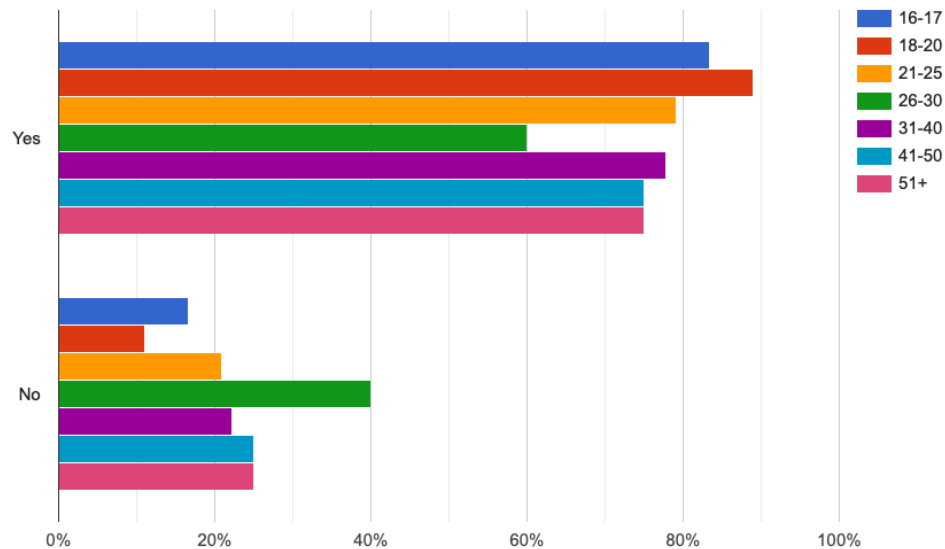
“ Registration started at 7 a.m. usually, **I had to register after work** on my registration day. I sometimes **misted the chance** to get in the class I wanted to take.”

What is the **biggest barrier** you faced when **last registering for classes** at this college?

Support and encouragement? *Check!*

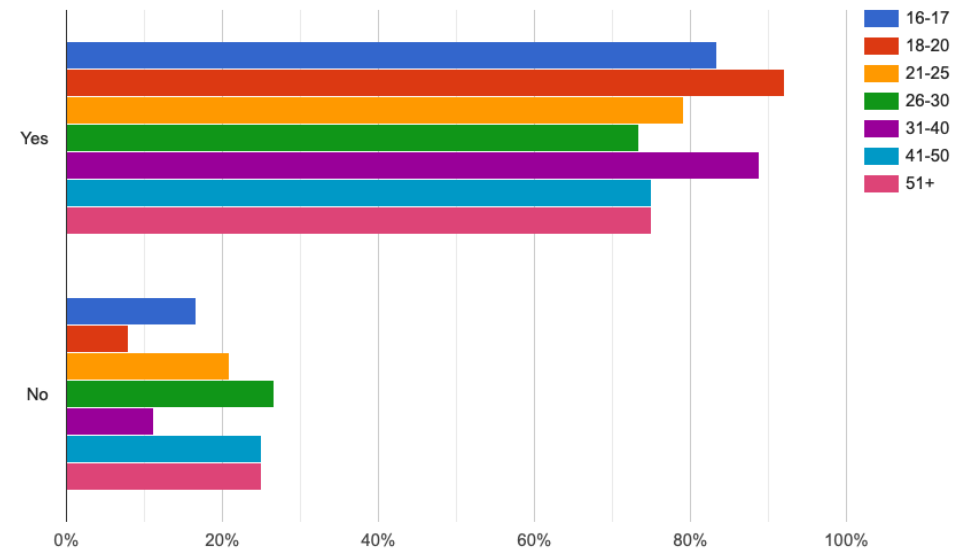
Most CSM students feel that **the college provides both** the **encouragement** and **support** needed to keep them enrolled (82% and 86%, respectively). Students can always benefit from an increase of encouraging and motivational words, especially the **26–30** age group, who feel they receive less encouragement than others on campus.

MEDIAPREFS Retention - In general, does your college provide the encouragement you need to stay enrolled until you graduate?



* CSM Encouragement by Age

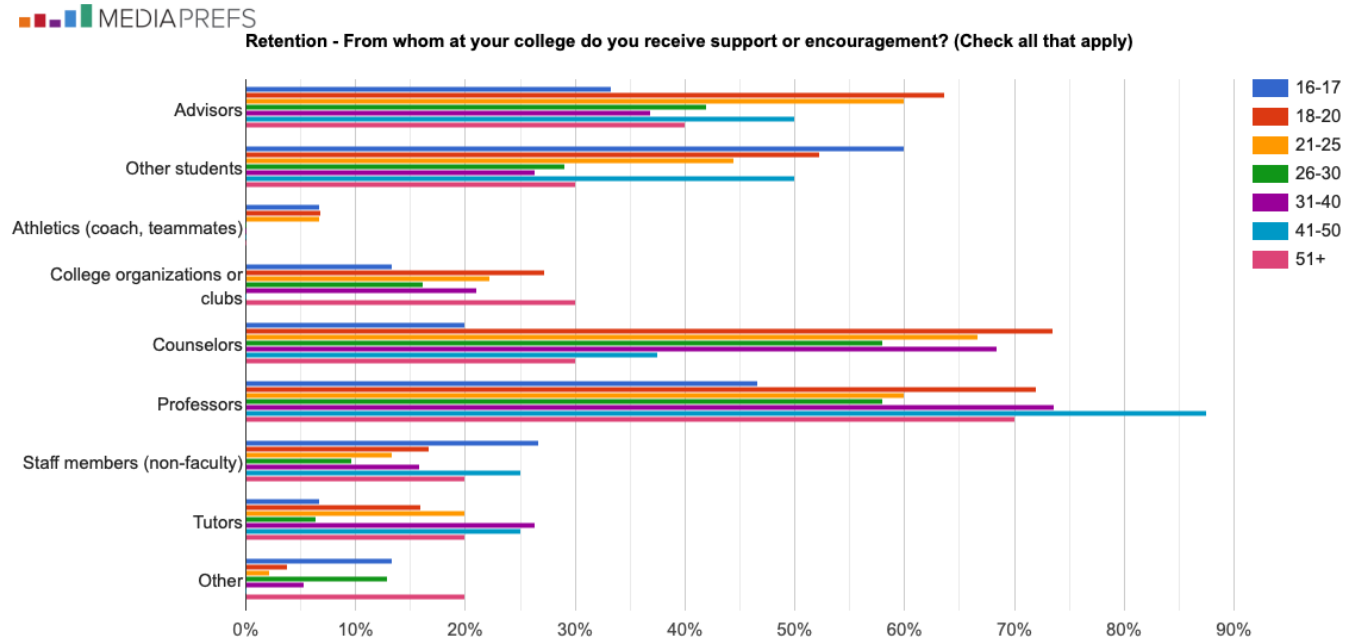
MEDIAPREFS Retention - In general, does your college provide the support you need to stay enrolled until you graduate?



* CSM Support by Age

CSM students identify their **professors, advisors,** and **counselors** as their primary sources of encouragement and support on their educational journey.

As most colleges lose students in the highest numbers between semesters, it is important to ensure these groups **understand their vital role in retention.** A kind or encouraging message from a professor, advisor, or counselor could make or break a student's decision to continue toward graduation.



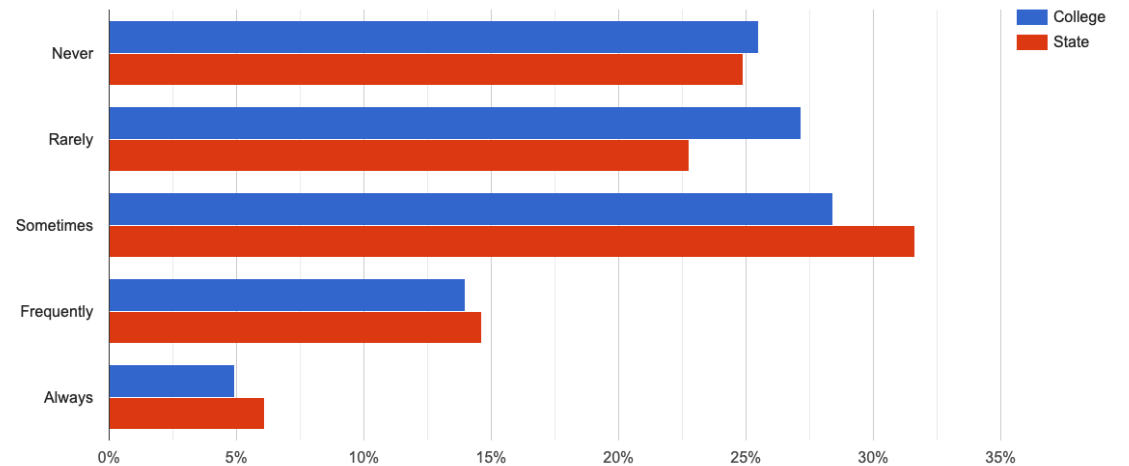
* CSM by Age

CSM students indicate that although they do receive messages of encouragement from their college, they're **not as frequent** when compared to others **statewide**.

55% of **female** students say they "never" or "rarely" receive encouraging messages from CSM, compared to **49%** of **male** students.



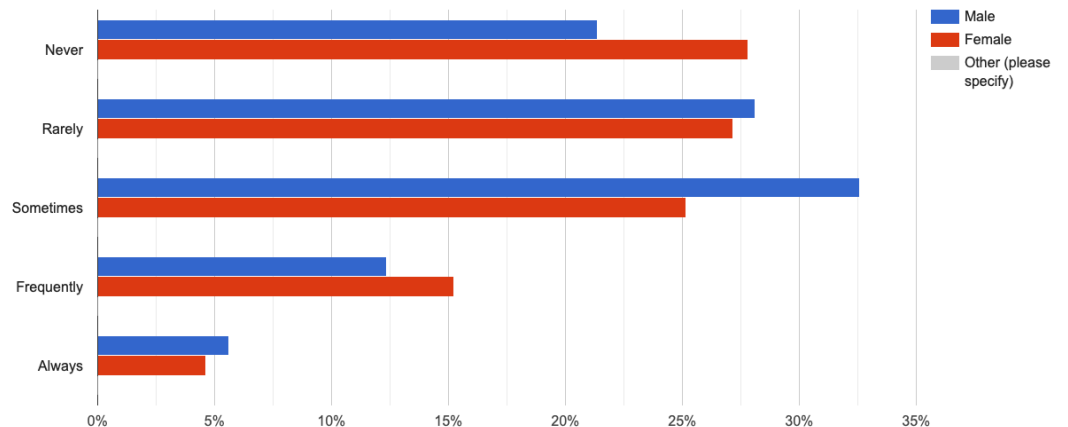
Retention - How often do you receive messages from your college encouraging you to stay enrolled until you graduate?



* CSM vs. State



Retention - How often do you receive messages from your college encouraging you to stay enrolled until you graduate?

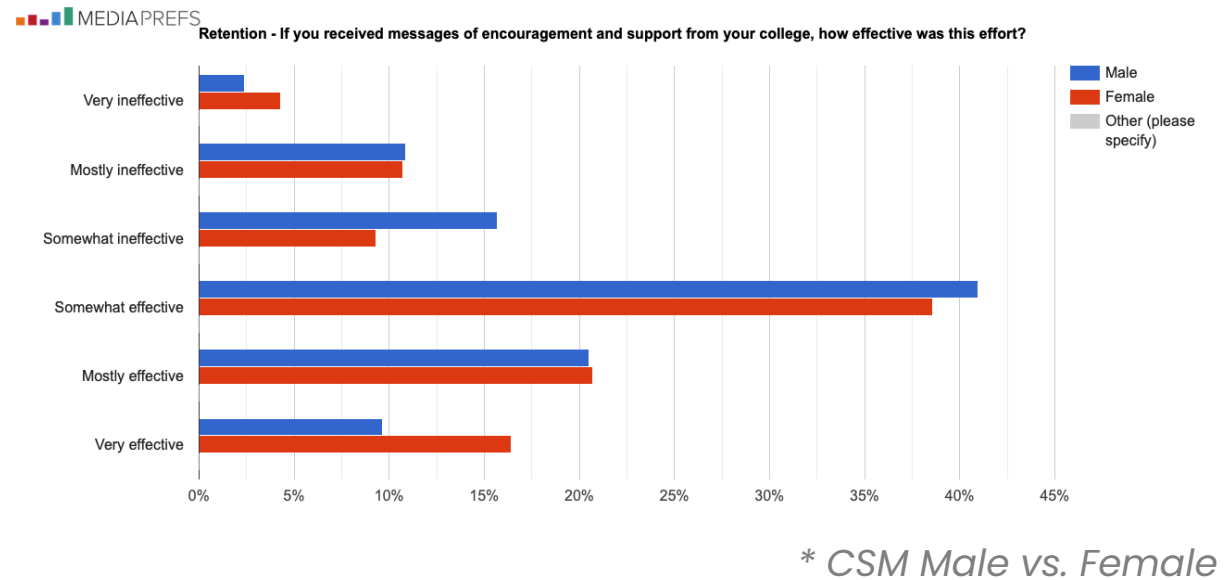
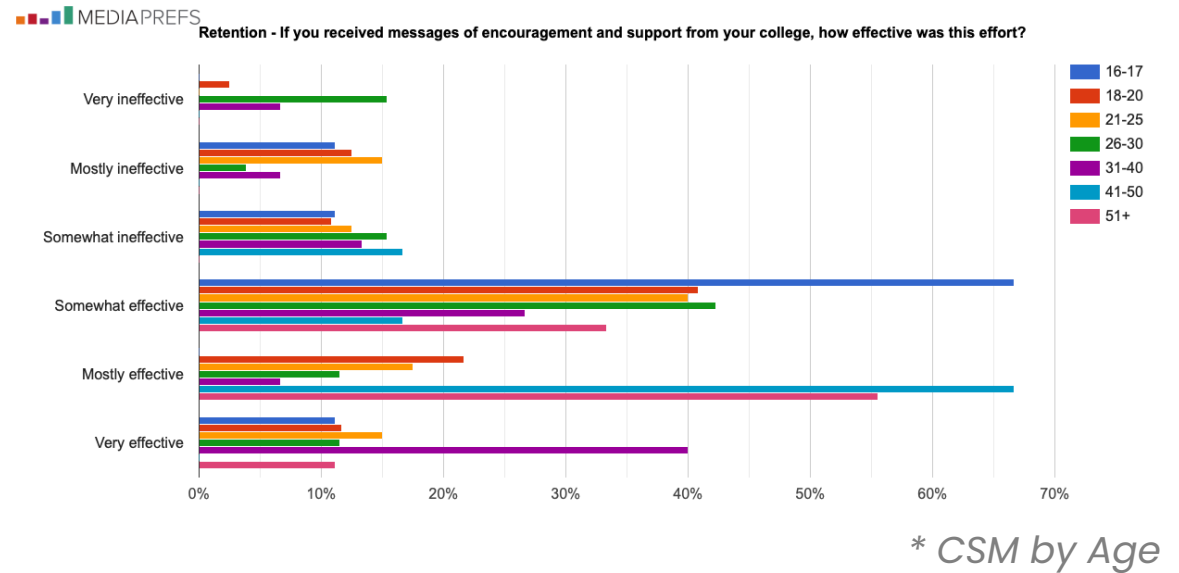


* CSM Male vs. Female



When a student receives an encouraging message from the college, data shows that **it's more effective** than not.

The groups **most encouraged** by this messaging include nontraditional students aged **31 and older** and **female** students, but **all students** indicated that encouraging messages are **effective**.



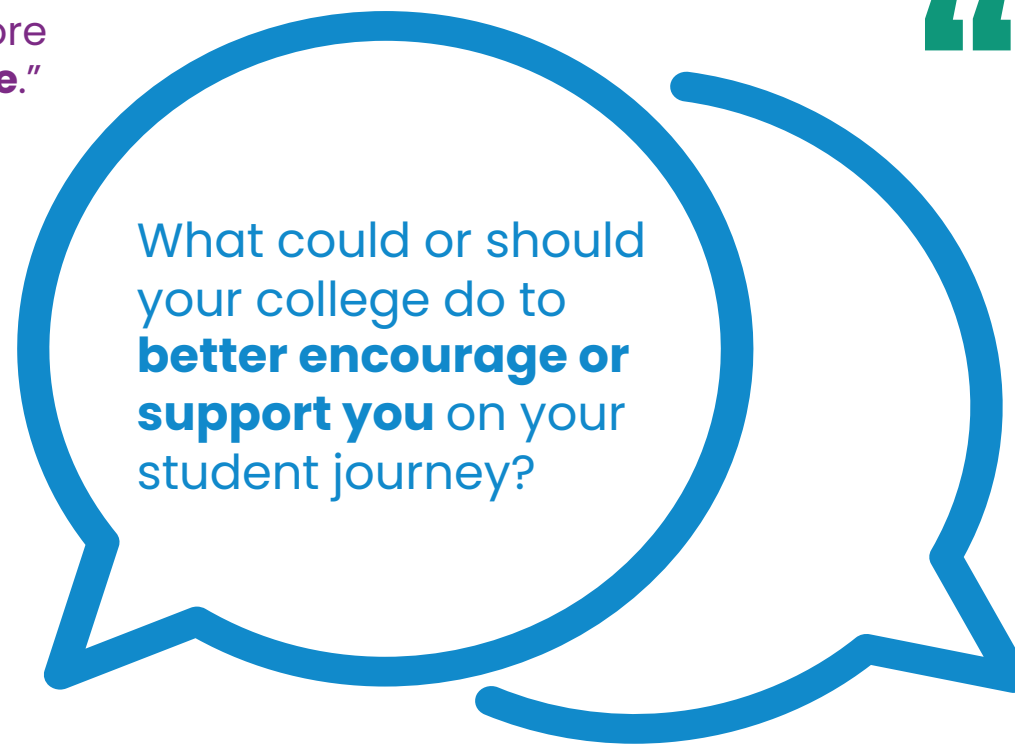
“ Send out **words of encouragement**, no matter how big or small on a weekly basis.”

“ **Frequent check-ins** to ensure progress is going as planned (advisors, tutors, professors, counselors).”

“ Have **counselors** more **visible** and **available**.”

“ Make sure **class scheduler is available and accurate**. The waitlist can be stressful. The prerequisite process can be a bit difficult to get through.”

“ **Avoid preaching** that traditionally going to university is the only way to be successful.”



“ As a high school student, I'm interested in earning certificates. However, there are many of them and they change sometimes. **I wish a counselor could help me map out my options.**”

“ If anything, I wish my counselor would **respond to my emails quicker.**”

“ Have **more student life events** at school.”

“ I feel like some of the **instructors lack** the **quality** that a college professor, even for a community college, should have. Some are terrible at explaining things and thus end up holding the student back rather than helping them. Often times, I see quite a lot of bad ratings online for some of the professors, which stumps me because they should be experts in not just teaching, but in their respective fields as well.”