

Estrella Mountain Community College

Community Education

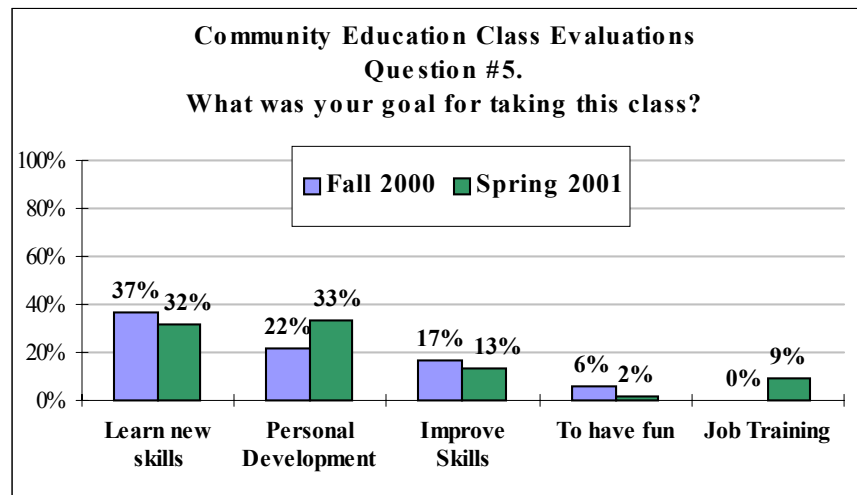
Core Indicators of Effectiveness

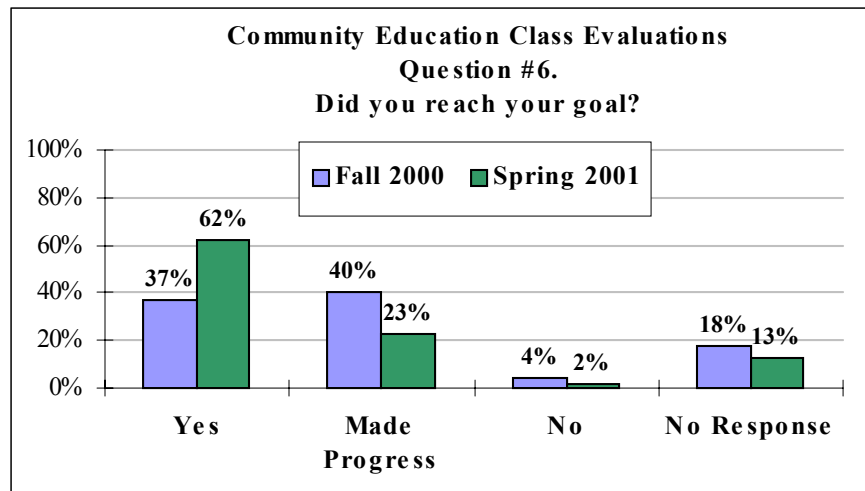
Executive Summary of Results – May 2001

Core Indicator #1: Goal Achievement of Students Enrolled in Courses

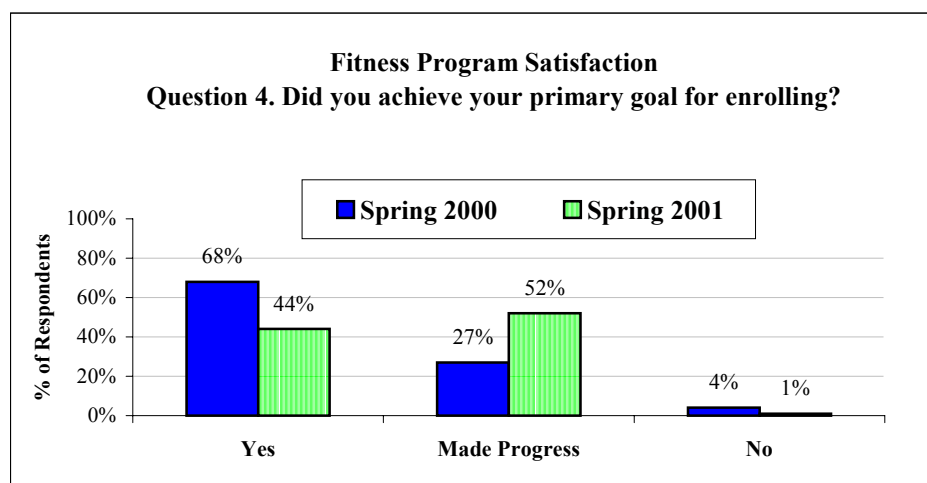
Key Findings

- The vast majority of students enrolled in Community Education Tools for Life classes reached their goal or made progress (77-85%).
- The return rate on the Learning for Life Course Evaluations ranges between 23-40% mail response.
- A higher percentage of students report that they achieved their goal during the spring 2001 semester (62%) compared to the fall 2001 semester (40%). The difference may not be as large a percentage due to the number of students who left the question blank during the fall 2001.
- Student goals are somewhat ambiguous because the goal question was open-ended. For example, it is unclear if the goal of improving skills and/or learning new skills is for job related or personal development reasons.





- The only “credit” based data available are from the Fitness Center. The vast majority (95-99%) of students enrolled in the Fitness Center that completed the semester have made progress or reached their goal related to their enrollment. It should be noted that results are only valid for respondents enrolled at the time of the evaluation, the results might be lower if students who withdrawn from the Fitness Center were included in the population.
- The percentage of completers that reported full achievement of the Fitness Goals declined between the Spring 2000 (68%) and Spring 2001 (44%).

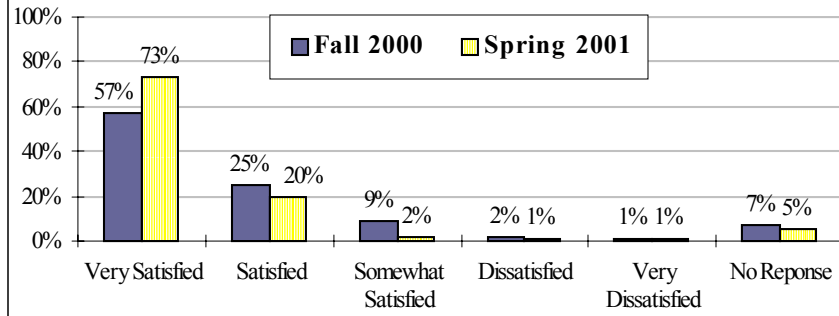


Core Indicator #2: **Student Satisfaction with Courses and Workshops**

Key Findings:

- Data are available for the Tools for Life Program.
- The vast majority of students (Fall 82% vs. Spring 93%) were satisfied or very satisfied with the overall quality of classes according to the Tools for Life evaluations.
- Students appear to be more satisfied with Tools for Life programs and workshops during the spring versus the fall semesters. For example, 57% of fall 2000 respondents indicated that they were “very satisfied” versus 73% for the Spring 2001.
- Class format issues (length, timing, level) were identified as the most common improvement suggestions.

Community Education Class Evaluations
Question #1. How Satisfied were you with the overall quality of this class?



Core Indicator #3: Responsiveness to Requests for Courses and Workshops

Key Findings:

- Estrella Mountain developed a pilot system to track requests for courses and workshops from community organizations and businesses. No data has been collected at this time.

Core Indicator #4: Participation Rate in the Community

Key Findings:

- Data for this Core Indicator are currently available for credit-based courses.
- Estrella Mountain participation rates continued to improve for credit-based courses through the 1999-2000 school year.
- There was a very minor decrease in the penetration rate for 2000-2001 school year. During 1999-2000, EMCC's credit enrollment grew, but not as fast as the population in the area.
- Over the last three years the credit student participation rate has ranged between 5 & 6%. The participation rate increased to more than 10% of the population 14+ when you add enrollment in other Maricopa Community Colleges. Other Maricopa Community Colleges have maintained a constant market share of 5-6% of EMCC's immediate service area since 1992.
- Zip code 85353 (Tolleson) continues to have a lower than average penetration rate (less than 3%). This holds true even when other Maricopa Community College enrollment is tabulated.
- More females than males are served in credit-based courses.
- The ethnic breakdown of Estrella Mountain students is similar to the ethnic breakdown of the community.
- There is growing percentage of unknown/other ethnicity students in the Estrella Mountain student population. This may be due to more students not providing ethnicity data or the advent of more multi-racial students.

