

Colorado Mountain College—Aspen Campus Community Survey Results

SURVEY BACKGROUND AND METHODOLOGY

During the summer of 2006, Institutional Research, the Campus deans, program supervisors and volunteers from the Aspen Campus and community conducted a door to door survey of the greater Aspen area. This door to door invitation asked community members to express their opinions and views on their educational goals, programing needs, and course preferences. This project is a part of the Aspen Campus' plan for continuous improvement in serving the Aspen area.

The survey consisted of 44 major questions, with subsections, and could be completed in about 20 minutes or less. The survey was published in both English and Spanish to minimize non-response to language barriers and to ensure that every

member of the population had an equal chance of completing the survey.

Respondents were chosen using a stratified random sample whereby areas populated with the two major language groups (English and Spanish) were selected and randomly sampled. The survey was primarily conducted over a week-long period.

The survey was distributed using four different methods—door-to-door random sample, selected distribution, ESL classes, and web. Results showed that 44.7% of completed surveys were from the door-to-door method, 35.3%—selected distribution, 14.7%—ESL classes, and 5.3%—web.

Volunteers went in pairs and English speakers were encouraged to couple with Spanish speakers. The volunteers were equipped to distribute copies of the survey in

both languages. Just over a thousand surveys were distributed with 320 completed surveys returned for a return rate of 32%.

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DEMOGRAPHICS

Language

Approximately 62.5% of respondents reported English as their primary language compared to 31.9% reporting Spanish. Four respondents indicated German as their primary language while two reported Polish.

Residence

The majority of respondents resided in Basalt (39.7%) followed by Aspen (20.9%), Snowmass (12.5%), and El Jebel (9.4%).

Work-Town

Sixty-three percent of survey participants reported working in Aspen compared to 10%—Basalt, and 8%—Snowmass.

ASPEN COMMUNITY CHARACTERISTICS

According to the 2000 U.S. Census Report, the population of Aspen is 5,914 with males comprising 53.5% of the population (3,165) and females 46.5% (2,749). A higher percentage of residents were between 25 and 44 years old (42.1%) with near equal percentages between 15 and 24 (11.9%) and under 15 years (11%). The majority of residents attended college (87.5%) with 61% obtaining a bachelor's degree or higher. Most residents have not been married (46.5%). Approximately 90% of residents reported English as the primary language spoken at home followed by Spanish (6.6%), European-Indo languages (3.4%) and Asian-Pacific Islander languages (.4%) The highest percentage of residents worked in Management/Professional occupations (41.9%) followed by Sales/Office (26.5%), Service (16.8%), and Construction/Maintenance (8.1%).

The population in Aspen grew 17% from 5,049 residents in 1990 to 5,914 in 2000. Based on current population estimates the projected 2005 population is expected to be 5,804 which represents a 2% decrease from 2000. The population changes in Aspen mirror the overall changes in Pitkin County in which the population grew 17% from 12,661 residents in 1990 to 14,872 in 2000. Projections show only a .3% increase in the county's overall population for 2005.

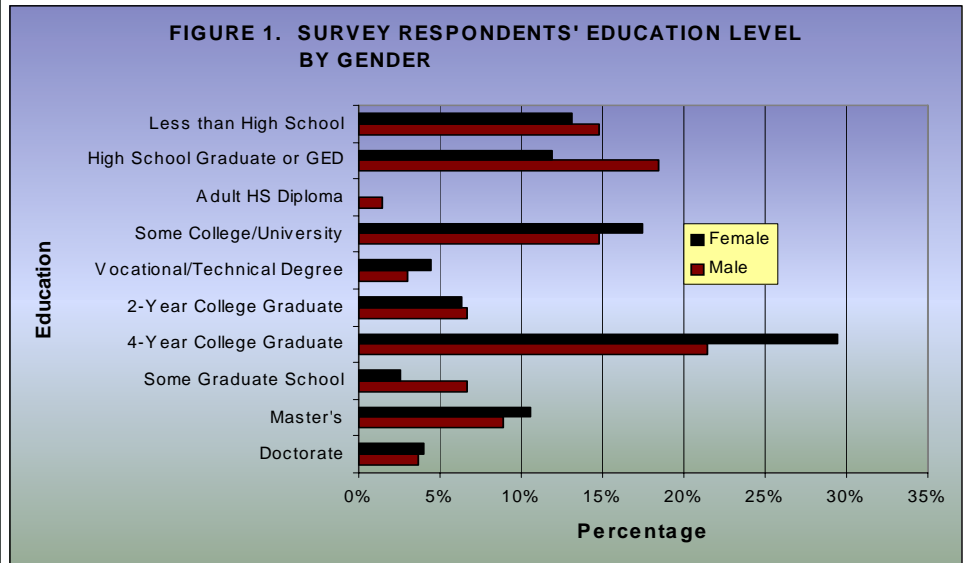
DEMOGRAPHICS—continued

Education and Gender

Approximately 70% of survey respondents indicated that they had attended college with 44% having graduated with at least a four year degree. Fourteen percent of respondents had a master's or doctorate degree. Only 15% of respondents had less than a high school education.

Of the 314 respondents who answered the gender question, 55% were male and 45% were female.

Figure 1 shows education level by gender for survey respondents. A slightly higher percentage of female respondents had at least a four year college degree (47%) compared to male respondents (41%).



Length of Residence

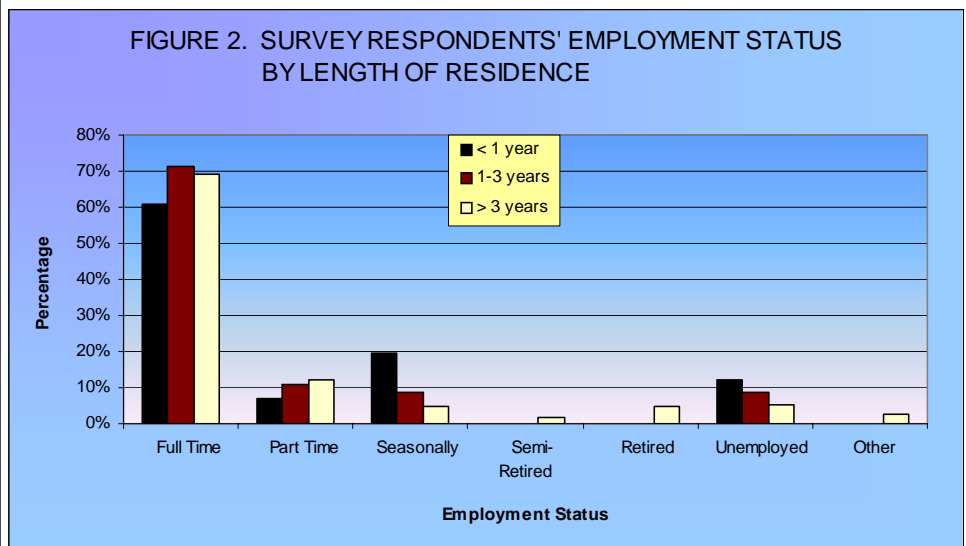
Over 70% of respondents had lived in the Aspen area for three or more years while 13% had only lived in the area for less than one year. Over one-quarter of respondents (26%) lived in the area for over 20 years.

Work Status and Occupation

Two-thirds of respondents were employed full-time while 86% had some form of employment such as full or part-time and/or seasonal. Nearly 7% of respondents were not employed at the time of this survey.

The majority of respondents were employed in professional (20%), management (13%), or service-oriented (14%) occupations. Only 5% of respondents were employed in clerical, arts, or the recreation fields. Six percent of respondents stated they owned their own business.

Figure 2 shows work status by length of residence for the survey respondents. Respondents who lived in the Aspen area for less than one year were less likely to be employed full-time and more likely to be employed seasonally or unemployed compared to those who lived in area for one year or longer.



PROFESSIONAL/MANAGEMENT OCCUPATIONS DOMINATED BY COLLEGE GRADUATES

Survey results show that 43% of college graduates were employed in professional and management occupations compared to 26% for high school graduates and 0% of non high school graduates.

Approximately 66.7% of college graduates were employed full-time and 12.8% part-time; this finding compared to 76.7% for high school graduates (full-time) and 9.7% part-time. Among those with less than a high school education—58.1% were employed full-time and 9.3% part-time. Those respondents with less than a high school education did have higher rates of seasonal employment (18.6%) and unemployment (14%).

DEMOGRAPHICS—continued

Age and Race

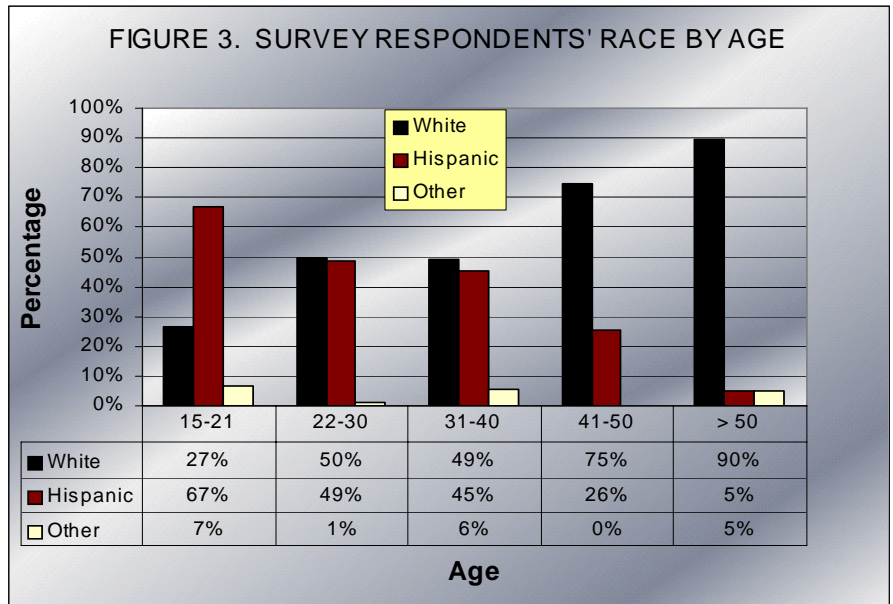
The average age of respondents was 40 years; however, there were near equal response rates among three age groups: 21–30 (27%), 31–40 (25%), and 51 and older (27%). Only 5% of respondents were between 15 and 21 years old.

White respondents accounted for 63% of the total survey respondents while Hispanics comprised 32% of the total respondents.

Figure 3 shows the breakdown of race and age. Hispanic respondents were much more likely to be younger than white respondents. Only 23% of white respondents were 30 years old or younger compared to 49% of Hispanic respondents.

Heard of CMC

Ninety-three percent of survey respondents indicated that they had heard about Colorado Mountain College.



KNOWLEDGE OF CMC

Survey respondents were asked a series of questions regarding their knowledge of Colorado Mountain College. As shown in Table 1, the majority of respondents were not aware of particular programs and services of CMC with two exceptions.

First, 47% of respondents indicated that they knew about employer paid tuition for employees to attend CMC compared to 46% who indicated that they were not aware of this service.

Second, over two-thirds (68%) of respondents knew that they could take a class at CMC without enrolling in a degree program compared to 25% who were not aware.

Information Wanted

Over 12% of respondents wanted more information on the types of degrees and certificates offered by CMC.

Additionally, 12% of respondents desired information on scholarships, grants, and work study opportunities to help pay for college.

Approximately 7% of respondents wanted information regarding employer paid tuition, transferable AA/AS degrees, and single courses.

TABLE 1. KNOWLEDGE OF CMC PROGRAMS/SERVICES

Did you know.....	Yes, I know this	No, I was not aware of this	I want more information on this
you can earn more than 60 different certificates and 2-year degrees at CMC?	33.6% (99)	53.6% (158)	12.9% (38)
CMC offers a transferable AA/AS degree at \$43.00 per credit (in district tuition rate) at all campuses?	26.6% (77)	66.9% (194)	6.6% (19)
the Spring Valley, Steamboat, and Leadville sites have residence halls?	33% (91)	62.3% (172)	4.7% (13)
the public has access to CMC libraries without being a CMC student?	27.6% (80)	66.6% (193)	5.9% (17)
CMC has more than 50 different scholarships, federal pell grants, and work study opportunities to help you pay for college?	19.6% (56)	68.1% (194)	12.3% (35)
some employers pay CMC tuition for their employees to attend CMC?	47% (132)	45.9% (129)	7.1% (20)
you can take a single class at CMC without enrolling in a degree program?	67.6% (198)	25.3% (74)	7.2% (21)
space is available during the day for rent?	13.1% (38)	80.8% (235)	6.2% (18)
Note. Numbers in parentheses are the counts.			

SURVEY RESPONDENTS' GOALS AND NEEDS FOR ACHIEVEMENT

Respondents' Goals

Respondents had varied goals concerning CMC. The number one rated goal was taking courses that interested the respondent. Nearly two-thirds (62.8%) of respondents selected this as one of their goals.

The second most important goal, as determined by the number of respondents selecting it, was to enhance job skills (40.9%). Only one in five respondents indicated that they wanted to earn credits towards a 4-year degree and even fewer (17%) stated their goal was to change careers.

An equal percentage of respondents (15%) were interested in either social interaction or improving their basic academic skills.

Only a small percentage of respondents (2.5%) indicated their goal was to attain a GED or to take college classes while in high school (3.8%).

TABLE 2. RESPONDENTS' GOALS AT CMC

Goal	Count	Percent
Take courses that interest me	201	62.8%
Enhance my job skills	131	40.9%
Earn credits toward 4-year degree	70	21.9%
Change careers	55	17.2%
Social interaction	49	15.3%
Improve my basic academic skills	48	15.0%
Enhance my English language skills	42	13.1%
Start a business	34	10.6%
Work with/for nonprofit organizations	19	5.9%
Take college classes while in high school	12	3.8%
Attain a GED	8	2.5%
Other	22	6.9%
None of the above	21	6.6%

Respondents' Needs to Achieve Goals

When respondents were asked what they needed in order to achieve their goals, the number one response was traditional weekday classes. However, only 27.5% of respondents selected this need.

Needs related to degree and certificate program scheduling were not rated as high as one might expect. Only 17% indicated needing night courses, 8.8% weekend courses, and 6.6% day-long block courses.

A small percentage of respondents mentioned financial assistance was a need in achieving their goals. Specifically, 9.4% stated scholarships were a need and 7.5% selected financial aid as a need. These two items were more important among those whose goal was to earn credits toward a 4-year degree. For these respondents, 14.3% rated financial aid as a need while 21.4% rated scholarships as a need.

Goal Achievement by Demographics

When looking at the different needs to achieve goals by demographic factors, several interesting differences emerged. Younger, less educated respondents who had lived in the area for less than a year were statistically more likely to report that they needed traditional weekday classes (Table 3).

As shown in Table 4, younger respondents were also more likely to say that they needed basic academic skills review classes than older respondents. A higher percentage of high school graduates and those who had lived in the area from 1-3 years stated they needed the review classes.

The most likely respondent to indicate a need for scholarships in order to achieve their goals was a 15-21 year old high school graduate who has lived in the Aspen area for less than one year. Table 5 illustrates the differences between age, education level, residence and the need for scholarships.

TABLE 3. RESPONDENTS NEEDING "TRADITIONAL WEEKDAY CLASSES"

Age	Percent	Education Level	Percent	Residence	Percent
15-21	60.0%	< High School Grad	40.9%	< One Year	54.8%
21-30	36.4%	High School Grad	31.4%	1-3 Years	30.4%
31-40	26.4%	College Grad	19.5%	Over 3 Years	21.7%
41-50	23.4%				
51 and Older	19.2%				

TABLE 4. RESPONDENTS NEEDING "BASIC ACADEMIC REVIEW CLASSES"

AGE	Percent	Education Level	Percent	Residence	Percent
15-21	33.3%	< High School Grad	13.6%	< One Year	11.9%
21-30	16.9%	High School Grad	21.0%	1-3 Years	23.9%
31-40	12.5%	College Grad	4.7%	Over 3 Years	10.2%
41-50	8.5%				
51 and Older	7.7%				

TABLE 5. RESPONDENTS NEEDING "SCHOLARSHIPS"

AGE	Percent	Education Level	Percent	Residence	Percent
15-21	20.0%	< High School Grad	9.1%	< One Year	23.8%
21-30	15.6%	High School Grad	15.2%	1-3 Years	13.0%
31-40	8.3%	College Grad	5.4%	Over 3 Years	5.3%
41-50	6.3%				
51 and Older	3.8%				

FORMER STUDENTS

Past Experience With Aspen Campus

Seventy-two percent of respondents (209) had taken at least one class at CMC, with 47.5% having attended classes at the Aspen campus. The majority of respondents (44%) indicated that they had taken their most recent class within the last two years (2004-2006).

Females were more likely (77%) than males (67%) to have taken a class at CMC while younger respondents were less likely than older respondent to have ever taken a class at CMC.

Approximately 79% of respondents who had lived in the Aspen area longer than 3 years reported taking a class which compared to 54% of those who lived in the area for 3 years or less. A higher percentage of retired respondents (88%) reported taking a class at CMC.

Among those who reported having taken a class at CMC, 34% resided in Basalt, 25% in

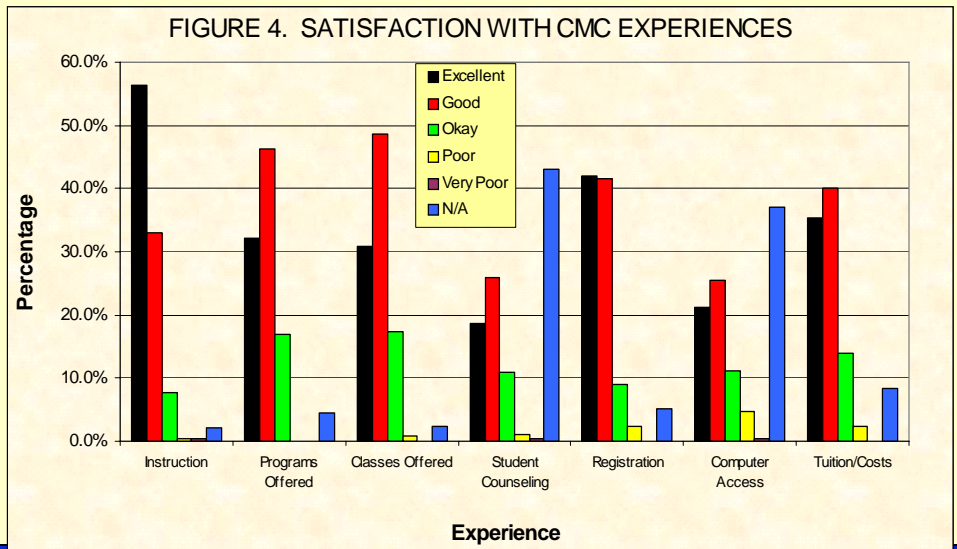
Aspen, and 16% in Snowmass.

Respondents were asked to rate their overall experiences at CMC on seven different items. The results are illustrated in Figure 4.

Among respondents who had previously taken a class at CMC, 89% rated instruction as either “excellent” or “good”. In fact, five of the seven items were rated above 70%

for being “excellent” or “good”.

Student counseling and computer access were the only two items that had ratings below 70%; however, this was primarily due to the high number of respondents who reported not having any experiences with counseling or computers at CMC.



KEEPING THE COMMUNITY INFORMED

Communication Strategies

Colorado Mountain College believes it is important for local residents to know about new programs, course offerings, art shows, and special events offered to the community—students and non-students—by CMC.

To understand where community members obtain information concerning CMC, the survey asked participants if they had heard or read about CMC in the local papers, radio stations, or local TV stations. Additionally, respondents were asked if they had seen any CMC advertisements in the local movie theater or on the local news.

More people had seen CMC advertising in the local newspapers (71%) than any other method. Forty-two percent reported hearing advertisements on the radio, 36% reported using the website, 17% had seen ads on cable, and

only 13% reported seeing ads in the local movie theatres.

Participants were asked which radio stations they listened to the most with KSPN (30%) being the most popular followed by KAJX (29%) and KSNO (23%).

Respondents were also asked to identify which newspapers they read. Results showed that 78% of respondents reported reading the Aspen Times followed by Aspen Daily News (64%) and Post Independent (15%).

Internet Access

The information age (AKA, access to the internet) has created great changes in the way the western world does business. In following this same trend, the internet has made changes in the way Colorado Mountain College does business. CMC now offers on-line registration. Using the internet, individuals can see course offerings and availability across CMC campuses.

Results of the survey show that 67% of respon-

dents reported having access to the internet at home while 43% reported having internet access at work. A small percentage of respondents indicated they had access by other means which might include library, coffee shop, or family/friend.

What is interesting is that although the majority of respondents reported having access to the internet, only a small percentage (6%) obtain information about CMC class offerings through the internet.

CMC NOW OFFERS ON-LINE REGISTRATION. USING THE INTERNET, INDIVIDUALS CAN SEE COURSE OFFERINGS AND AVAILABILITY ACROSS CMC CAMPUSES.

EDUCATIONAL FACTS

Between early 2000 and early 2001, 46 percent of adults in the US participated in some type of adult education, at a post secondary institution. By contrast, only 22 percent did in 1965. Slightly more women (5%) participated in part-time college or university degree programs than men (4%). Individuals with higher income levels were more likely to participate in adult education programs—related to either work or personal interest. Similarly, the more educated an individual was the more likely they were to participate in adult education.

Society for College and University planning

FORMER STUDENTS—continued

Classes Usually Taken at CMC

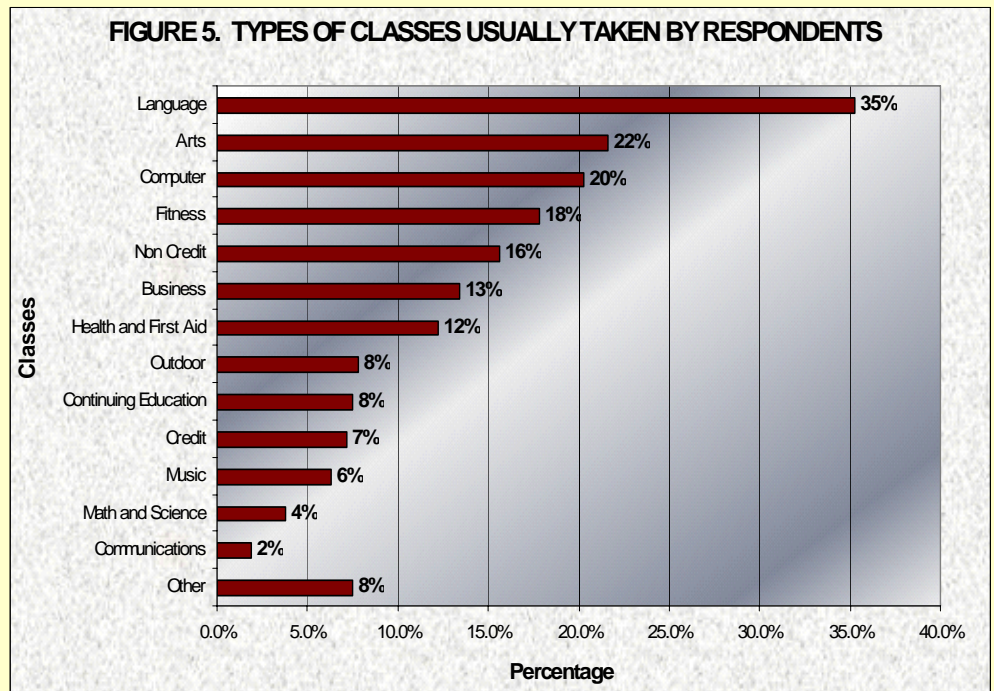
Respondents were asked what type of classes they usually take at CMC. Figure 5 shows that overall, 35% of respondents cited language course as the type of classes they usually take. Art (21.6%) and computer (20.3%) courses were also high on the list of most frequently taken classes. Nearly 18% of respondents reported taking fitness classes; however, only 8% indicated that they usually take outdoor classes.

Very few respondents reported taking math/science (3.8%) or communications (1.9%) classes.

A higher percentage of females (39%) reported taking language classes compared to males (32%). Females were also more likely to take art (28%) and computer (23%) classes compare to males (14% and 18% respectively). Females and males were equally as likely (8%) to take outdoor classes.

Benefits of Classes Taken at CMC

Respondents were asked how taking classes at CMC helped them. Approximately 43% reported that taking classes at CMC enriched their lives. Twenty-nine percent said that the classes helped them reach personal goals and 27% reported that classes improved their work performance. Additionally, 26% reported that CMC classes helped them learn a new language.



MOST FREQUENTLY CITED BENEFITS OF TAKING CLASSES AT CMC

Life Enrichment —43%

Attainment of Personal Goals—29%

Improvement in Work Performance—27%

Female respondents were more likely to say that the CMC classes helped them to enrich their lives (47%) or reach personal goals (33%) than were male respondents (40% and 26% respectively). However, male respondents were more likely to say that classes at CMC helped improve their work performance (29%) than were females (26%).

Respondents 51 years and older were more likely to say classes helped enrich their lives (53%) than were younger respondents. The youngest respondents, aged 15-21, were the least likely to say courses at CMC enriched their lives. Respondents aged 41 to 50 were the most likely to report that classes helped them reach their goals (40%) and improve their work performance (30%).

A higher percentage of college graduates reported that CMC classes helped enrich their lives (52%) compared to high school graduates (44%) and non high school graduates (11%). College graduates were more likely to report that classes helped them to reach their personal goals (34%) while high school graduates were more likely to say that classes improved their work performance (28%).

POTENTIAL STUDENTS

Demographics

Twenty-eight percent of survey respondents reported having never taken a class at CMC. Males were more likely (33%) than females (22%) to not have taken any CMC classes. Forty-one percent of those with less than a high school degree had not taken a class at CMC compared to 30% of high school graduates and 25% of college graduates. Respondents 30 years old and younger were more likely to report not taken a class (39%) than were those older than 30 (24%). Only 21% of respondents who lived in the area for three years or longer had not taken a class at CMC compared to 46% for those who lived in the area from one to three years and 41% of those who lived in the area less than one year.

Reasons for Not Taking Classes

The most frequently cited reason for not taking classes at CMC was being too busy (12.8%). Very few respondents, only 5%, reported that they couldn't afford the tuition, while less than 1% believed that the time investment would not be beneficial.

Class Scheduling and Format

These respondents would prefer to take courses Monday through Thursday between 4:00 and 10:00PM. This finding is similar to former students who also preferred the same scheduling format. Interestingly, both former and potential students who indicated that they would be interested in taking classes between 8:00AM and noon would prefer these courses be offered on Fridays.

An equal percentage of students (34%) ranked both "one-day workshops" and "on-line courses" as the most preferred scheduling format. The least preferred method of scheduling was "on-site training at the employees business". These findings are similar to those of former students.

The most preferred method of course delivery among potential students was instructor led classroom discussion with 77% citing this method as their preference. Former students preferred this method over all others as well. Thirty-six percent of potential students reported they would enroll in an Interactive Video System course while 46% said they would enroll in an on-line course and 32% would enroll in a tele-web course. Potential students were more willing to try different course delivery methods than were former students.

Keeping You Informed

Potential and former students were nearly as likely to report that they had seen CMC advertisements in local movie theatres or on local cable (Table 6). Both groups were also as likely to report that they had read articles or event listings in local newspapers (Potential Students—48%; Former Students—50%).

Differences did exist on the other information points. A much higher percentage of former students (40%) reported using CMC's website compared to potential students (24%).

Former students were also more likely to report receiving the class schedule/bulletin, using the bulleting to schedule classes, and seen CMC advertising in local newspapers.

TABLE 6. PERCENT OF RESPONDENTS INDICATING "YES" TO EACH INFORMATION SOURCE

INFORMATION	Potential Students	Former Students
Have you seen CMC advertising in local newspapers?	55.9%	73.7%
Do you receive the class schedule/bulletin?	54.7%	82.9%
Have you read articles or event listings about CMC in local newspapers?	48.2%	49.7%
Have you heard CMC advertisements on local radio?	38.3%	42.8%
Do you use the bulletin to schedule classes?	32.1%	73.7%
Have you used CMC's website?	24.1%	40.3%
Have you seen advertisements on local cable?	15.8%	18.2%
Have you seen CMC advertising in local movie theaters?	11.9%	13.2%

WHAT CAN CMC ASPEN DO TO ENCOURAGE POTENTIAL STUDENTS TO TAKE A CLASS?

While the comments were varied concerning what CMC Aspen could do to encourage class taking, the most frequent response was "nothing". Among this group, comments further indicated that they needed to get motivated and/or find more time. This suggests that CMC does a good job of providing opportunities for individuals to take classes and that the primary issues for those who haven't taken a class involves individual dynamics.

Other comments included adding more hands-on art/craft workshops or classes and live classroom instruction. Offering additional programs such as graduate degrees, free course audits to enable students to get a taste of CMC classes, intermediate Spanish classes, and courses in Graphic Design and Business were also mentioned.

POTENTIAL STUDENTS-continued

Information About Class Offerings

Survey participants were asked to identify where they get information about class offerings at CMC. Among potential students, the majority obtained their information from the class schedule/bulletin (51.8%). This was also the case among former students (72.8%). Word of mouth was the second most frequent response with 30.4% of potential students compared to 18.4% of former students selecting this attribute.

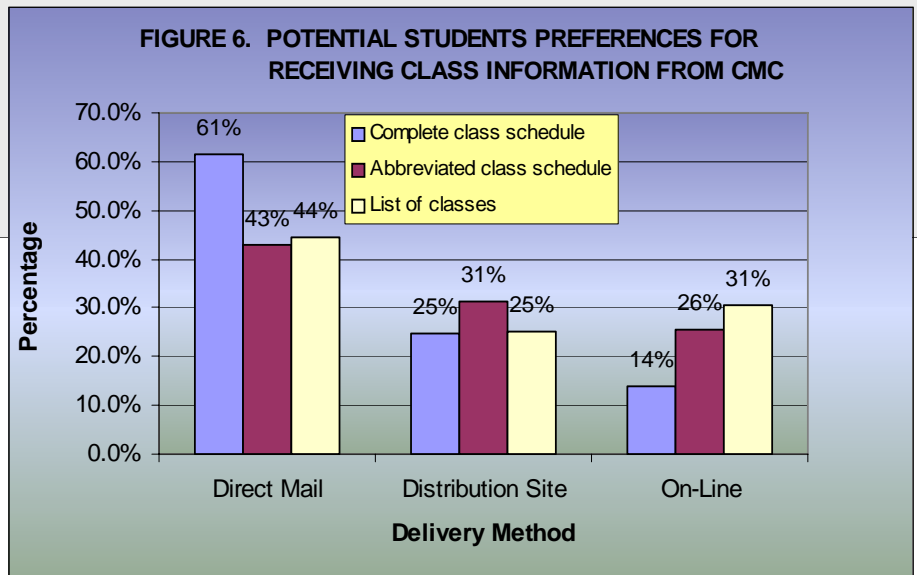
Very few respondents cited the internet (7.1%) or the newspaper (10.7%) as their source of information about CMC classes.

Preferences for CMC Class Information

Survey participants were asked what type of class information they would like to receive, as well as, how they would like to receive the information. Results for potential students are provided in Figure 6.

Potential students would prefer to receive complete class schedule information through direct mail (61.4%) as opposed to distribution sites (24.6%) or on-line (14%).

Similarly, a majority of potential students would prefer to receive an abbreviated class schedule/bulletin or a class list with titles and times through direct mail (42.9% and 44.4% respectively).



PROGRAM INTERESTS

Classes

Respondents were asked to identify which classes and/or programs they or other family members might be interested in enrolling in at CMC. As shown in Table 7, 34.4% of respondents indicated they would be interested in computer classes. Other classes mentioned by respondents included recreation—exercise (31.3%), art (28.8%), and business classes (22.2%). Similarly, respondents reported that family members would most likely be interested in computer classes (10.6%) followed by recreation—exercise (9.7%) and recreation—wilderness (9.4%).

Scheduling

Respondents were also asked during which semester they would most likely take a class at CMC. Most respondents selected the summer semester (46.9%) followed by fall (43.4%) and spring (32.2%).

TABLE 7. CLASSES AND/OR PROGRAMS OF INTEREST

CLASSES/PROGRAMS	Respondent	Family Member
Computer	34.4% (110)	10.6% (34)
Recreation (Exercise/Sports)	31.3% (100)	9.7% (31)
Arts	28.8% (92)	6.9% (22)
Business	22.2% (71)	5.6% (18)
General Studies (Math/English)	21.9% (70)	6.9% (22)
Health Care	18.4% (59)	7.5% (24)
Recreation (Outdoor/Wilderness)	18.1% (58)	9.4% (30)
Continuing Education Credits	14.7% (47)	5.3% (17)

Note. Numbers in parentheses are the counts.

OTHER EDUCATIONAL NEEDS

The final section of the survey asked respondents about other educational needs.

In Charge of Training

Specifically, respondents were asked if they were an employer or in charge of training at their workplace. Table 8 shows that 23.8% of those who responded to this question indicated they were in charge of training at their workplace.

Contract Training/Employee Development

Respondents who reported they were an employer or in charge of training at their workplace were also asked if they would like information on CMC’s contract training and employee development courses. Thirty-nine percent of respondents who answered this question stated yes, they would like information on CMC contract training and employee development courses. While only

63 respondents should have answered this question, Table 8 shows that 159 respondents answered the question with 38.4% stating they would like the information on contract training and employee development courses offered by Colorado Mountain College.

Areas of Interest

Respondents were asked what areas would interest them the most in regard to CMC’s contract training and employee development courses. Only 24 respondents of the 63 who reported they were in charge of training, answered this question. The most frequent response among these 24 respondents was language with two respondents. However, there was a total of 52 responses for this question. The most frequent responses among all respondents who answered this question were: language—2, accounting—2, learn English—2, and management—2.

TABLE 8. RESPONDENTS' OTHER EDUCATIONAL NEEDS			
IN CHARGE OF TRAINING AT YOUR WORKPLACE	COUNT	PERCENT	VALID PERCENT
YES	63	19.7%	23.8%
NO	202	63.1%	76.2%
Missing	55	17.2%	
Total	320	100%	100%
WANT INFO ON CMC's CONTRACT TRAINING AND EMPLOYEE DEVELOPMENT COURSES			
	COUNT	PERCENT	VALID PERCENT
YES	61	19.1%	38.4%
NO	98	30.6%	61.6%
Missing	161	50.3%	
Total	320	100%	100%

Summary of Aspen Community Survey

The Aspen Community survey informs us that:

- CMC has a strong presence in the Aspen Community, as evidenced by over 93% of the respondents indicating that they have heard of CMC.
- Despite having heard of CMC, stronger marketing of CMC programs and services is warranted, especially in terms of the types of degrees and certifications offered by CMC, and the kinds of scholarships, grants and work study opportunities available.
- Students receive a quality instructional experience at CMC. The results strongly suggest that the Aspen Community is satisfied with the quality of instruction at CMC, with 89% of former students rating the instruction as either “excellent” or “good.”
- Community members desire to take classes that interest them and enhance their job skills, with suggestions including additional courses in art, Spanish, graphic design, and business.
- Creative planning is needed for CMC to meet the goals of the community, as needs to achieve goals varied greatly in terms of age and educational level. Academic review programs, traditional weekday classes, and financial assistance are especially critical for the younger student.
- Effective strategies for disseminating information to the community include advertising in the local newspapers, radio and web-sites, with ads on cable and in local movie theatres being less effective.
- A greater effort should be exerted to encourage the community to use the internet to view course offerings and availability across CMC campuses. Although the majority of respondents report having access to the internet, only a small percentage obtains information about CMC classes through the internet.
- Although students prefer instruction led classroom discussion, they are willing to try different modes of presentation and format including online, interactive video and tele-web courses.
- Computer classes were of most interest to both respondents and family members with recreation—exercise classes having the second highest frequency of interest.
- A higher percentage of respondents would prefer to take classes at CMC during the summer semester (46.9%) compared to either the fall (43.4%) or spring semesters (32.2%) .
- Nearly one-fourth of respondents stated they were in charge of training at their workplace and 38.4% indicated they would like information on CMC’s contract training and employee development courses. The primary areas of interest included language, management, and accounting.