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The 2009 Contribution of Professional and Public Programs (P^3) to the El Paso Community

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Institute for POLICY and ECONOMIC Development
The University of Texas at El Paso

Introduction

The Institute for Policy and Economic Development (IPED) at the University of Texas at El Paso (UTEP) was contracted by Professional and Public Programs (P^3), the continuing education division of UTEP, to conduct a study assessing the impact of the organization on the local community, as well as evaluate the programs offered by its Professional Training and Development (PT&D) and Community Enrichment (CE) departments. As a continuing education provider, P^3 offers a variety of educational, professional and personal programs to the El Paso region's traditional and non-traditional consumers of University resources including business, professional, and government entities, as well as to University students, alumnae, and other life-long learners. These programs are an asset to the community, providing both measurable and immeasurable benefits. Explicitly identifying and estimating these benefits is the goal of the present study.

To fully capture the regional benefits resulting from the presence of P^3, IPED employed a mixed methods approach to analysis, using both quantitative and qualitative data to identify and evaluate the organization's contribution to the local community. Estimation and identification of P^3's regional impacts relied on data collected from several sources. First, two surveys were implemented to gather information from PT&D and CE program participants regarding their continuing education experience. In addition, data regarding number of employees, payroll, and other operating expenditures were gathered from the 2008-2009 P^3 operating budget. Finally, a course inventory detailing enrollment, tuition, and other variables was provided by P^3. These three sources of information provide the foundation for this study.

The next section of the report summarizes key findings. It is followed by a description of the survey methodology and the subsequent survey results; PT&D survey results are described first, followed by CE survey results. The economic impact methodologies and assumptions are then outlined and results of the analysis are presented. Finally, a qualitative discussion, relying heavily on the P^3 course inventory, is presented to more completely describe the role of P^3 within the local community.

Key Findings

Professional Training and Development (PT&D) Survey

- **Sample Characteristics**
  - ✓ Roughly three in four respondents are female.
  - ✓ Over three in four respondents have a college or graduate degree.
  - ✓ Approximately two-thirds of respondents are Hispanic, while one-third are Caucasian.
  - ✓ Nearly two in three respondents are between the age of 35 and 54.
  - ✓ Over three in four respondents report a household income of over $50,000.

- **PT&D Programs**
  - ✓ Top reasons for enrolling in a PT&D course are: (1) opportunities for career advancement, (2) increased job performance, and (3) subject matter.
  - ✓ Over half of respondents have taken two or more PT&D courses.
  - ✓ The most popular course subjects are: (1) Health Care, (2) Leadership, and (3) Management.
  - ✓ Nearly 40 percent of respondents report they would attend training courses offered outside the region if their training/education had not been offered through UTEP.
  - ✓ One in three respondents learned about PT&D programs from their employer; almost the same number learned about the programs through direct mail advertising.

- **Professional and Personal Effect of PT&D Courses**
  - ✓ Nearly three-fourths of respondents agree that PT&D courses served as a networking opportunity.
  - ✓ Almost one-third of respondents agree that PT&D courses increased their community prominence.
  - ✓ Approximately two-thirds of respondents agree that PT&D courses provided opportunities for career advancement.
  - ✓ Three-fourths of respondents agree that PT&D courses helped to increase job performance.
  - ✓ Nine in ten respondents agree that participation in PT&D courses provided personal satisfaction.
  - ✓ Over one-third of respondents agree that their employer required PT&D education.
  - ✓ One-third of respondents agree that PT&D education was required for professional certification/licensing.
  - ✓ Nearly half of respondents agree that PT&D courses increased their marketing/promotional potential.
  - ✓ One in ten respondents agrees that participation in PT&D courses was instrumental in receiving a pay raise.
    - Over three-fourths of respondents, who agree that participation in PT&D courses was instrumental in receiving a pay raise, report that their salary increased up to $500 annually.
  - ✓ Almost half of respondents agree that benefits received from the continuing education experience have been adequate to justify the investment.

- ✓ Nearly two in three respondents report that PT&D training had an effect their career/professional life.
- ✓ Over one in four respondents agree that they could not have qualified for their current job without participation in PT&D courses.
- ✓ Over two in three respondents agree that PT&D courses enhanced their competitiveness for the job they hold with their current employer.
- ✓ Fewer than half of respondents agree that PT&D courses led to a promotion or widened possible career paths with their current employer.
- ✓ Nine in ten respondents agree that PT&D courses enhanced breadth, skills, and effectiveness with their current job.

❖ **Future Plans with PT&D Programs**

- ✓ Two-thirds of respondents plan to complete additional PT&D training programs.
  - The top programs that respondents plan to complete in the future are: (1) Leadership, (2) Management, and (3) Project Management.
- ✓ Almost nine in ten respondents say that they would recommend the PT&D courses they have completed to others.

❖ **Satisfaction with PT&D Programs**

- ✓ When asked to what extent the PT&D programs had met their expectations, respondents provided an average rating of 7.70 on a 10-point scale.
- ✓ When asked how well they believed the PT&D programs compared with their ideal, respondents provided an average rating of 7.46.
- ✓ When asked to rate their overall level of satisfaction with the PT&D programs, respondents provided an average rating of 8.07.
- ✓ PT&D programs received an overall Customer Satisfaction Index score of 77.
- ✓ One in three respondents report that, as a result of their experience with PT&D programs, they now have a more positive perception of continuing education.

Community Enrichment (CE) Survey

❖ **Sample Characteristics**

- ✓ Two-thirds of respondents are female.
- ✓ Similarly, two-thirds of respondents are age 45 and above.
- ✓ Two in three respondents have a college or graduate degree.
- ✓ Over half of respondents are Hispanic, while one-third are Caucasian.
- ✓ Nearly two-thirds of respondents report a household income of at least $50,000.

❖ **CE Programs**

- ✓ Top reasons for enrolling in CE courses are: (1) personal satisfaction, (2) subject matter, and (3) the variety of training programs offered.
- ✓ Less than two in three respondents have participated in two or more CE courses.

- ✓ Fitness is the most popular type of course, followed at a distance by Foreign Language and Art/Performing Art courses.
- ✓ Over one in three respondents would join a local organization to participate in their activities if their continuing education had not been offered through UTEP.
- ✓ Well over half of respondents learned about CE courses through direct mail advertising.

❖ **Professional and Personal Effects of CE Programs**

- ✓ One in three respondents agrees that continuing education had an effect on their career/professional life.
  - Of those, one in six agrees that participation in CE courses helped them qualify for their job.
  - Almost one in three agrees that the CE experience enhanced their competitiveness for their job with their current employer.
  - Nearly one in four agrees that participation in CE courses led to a promotion or widened possible career paths with their current employer.
  - One in two respondents agrees that CE courses enhanced breadth, skills, and effectiveness within their current job.

❖ **Future Plans with CE Programs**

- ✓ Approximately three-fourths of respondents plan to complete additional CE courses.
  - The top courses that respondents plan to complete in the future include: (1) Fitness, (2) Mind & Body, and (3) Foreign Language.
- ✓ Over nine in ten respondents would recommend CE courses they have completed to others.

❖ **Satisfaction with CE Programs**

- ✓ When asked to what extent the CE programs had met their expectations, respondents provided an average rating of 8.06 on a 10-point scale.
- ✓ When asked how well they believed the CE programs compared with their ideal, respondents provided an average rating of 7.93.
- ✓ When asked to rate their overall level of satisfaction with the CE programs, respondents provided an average rating of 8.26.
- ✓ CE programs received an overall Customer Satisfaction Index score of 81.
- ✓ Nine in ten respondents agree that the CE experience gave them personal satisfaction.
- ✓ Nearly one-third of respondents report that, as a result of the CE courses, they now have a more positive perception of continuing education.

Economic Impact of P³

❖ **Economic Impact of P³ Operations**

- ✓ Total impacts (that is, direct plus multiplier effects) generated by the $2.2 million P³ budget during the 2008-2009 fiscal year are as follows:
  - Total regional output increased by over $3.5 million (in 2009 dollars).

- Regional employment increased by 220 employees; 209 of those were directly supported by P[3], while 11 positions were indirectly supported by the organization.
- Income paid to laborers and self-employed individuals within the region increased by approximately $1.0 million (in 2009 dollars) including employer paid benefits.
- Nearly $282,000 was generated in tax revenue; over one-third of that was collected by state and local government entities.

❖ **Impact of Increased Stock of Human Capital**

- ✓ The regional stock of human capital increases by nearly $2.4 million in direct pay as a result of participation in PT&D programs.
- ✓ This dollar value increases to approximately $3.1 million when benefits are considered.
- ✓ This implies a return on investment of 430 percent for P[3].

Qualitative Discussion of P[3] Operations

❖ **Community Enrichment (CE) Programs**

- ✓ Top enrolling CE – Adult course subjects were: (1) Math Module 3 Course – Pre Calculus, (2) Body Sculpting, and (3) Boxing.
- ✓ Top enrolling CE – Youth course subjects were: (1) UTEP Cheer Camp, (2) Swimming Conditioning and Fitness for Youth, and (3) UTEP Golddigger Dance Camp.

❖ Top enrolling CE – Summer Camps were: (1) Football: One Day Skills Camp, (2) Football: 7 on 7 Passing Tournament Championship Camp, and (3) Tony Barbee's Basketball School-NBA Week.

❖ **Professional Training and Development (PT&D) Programs**

- ✓ Top enrolling PT&D course subjects were: (1) How to RUN a Small Business, (2) Unleash Your Spirit of Inquiry, and (3) Master Technology Teacher (MTT) Certificate.
- ✓ The top enrolling technology course subject was Introduction to QuickBooks Pro 2008.
- ✓ Top enrolling AP Summer Institute course subjects were: (1) AP English Language and Composition, (2) AP Spanish Language and Literature, and (3) Pre-AP Math High School.

❖ **The Language Institute**

- ✓ Top enrolling Language Institute course subjects were: (1) ELI: Intensive English Program, (2) TOEFL Preparation, and (3) Pronunciation of American English (Accent Reduction).

❖ **Academic Programs / Distance Learning**

- ✓ Academic programs included courses in Criminal Justice, Physical Education, and Spanish.
- ✓ Top enrolling Physical Education course subjects were: (1) Kick Boxing, (2) Activity Course, and (3) Beginning Swimming.
- ✓ In addition, two computer information systems distance learning courses were offered through P[3].

❖ **Osher Lifelong Learning Institute (OLLI)**

- ✓ Top enrolling OLLI course subjects were: (1) Our Changing World and (2) Tai Chi.

Survey Methodology and Sample Characteristics

Two surveys were conducted to evaluate how students who have been enrolled in Professional Training and Development (PT&D) and Community Enrichment (CE) courses offered by P^3 rate several issues related to the programs. The issues assessed range from level of satisfaction with the programs to how the continuing education obtained through the programs has impacted their personal and/or professional growth. In addition to being used for program evaluation purposes, survey findings were also employed in the estimation of the increase in the stock of local human capital resulting from participation in P^3 courses, as well as in a qualitative discussion of the intangible benefits provided by the organization.

Both the PT&D and the CE surveys were developed by IPED in collaboration with P^3 officials[1]. The surveys were converted to electronic format and made available online for use by individuals who preferred to answer the surveys via the Internet. Both surveys are similar with the exception that some questions were tailored to each specific program. The survey questions cover the following topics:

1. PT&D (or CE) Programs
2. Professional and Personal Effects of PT&D (or CE) Programs
3. Future Plans with PT&D (or CE) Programs
4. Satisfaction with PT&D (or CE) Programs
5. Demographics

The target population lists were provided by P^3 officials and consist, after adjustment for incorrect email and residence addresses, of 171 PT&D students and 486 CE students that had enrolled in P^3 courses during the 2007-2009 time frame. Students were contacted in two phases using a mixed-contact method. During the first phase, students were sent the survey link via email in three waves; the first occurring during the first week of November 2009 and each of the subsequent waves occurring a month apart. To further improve the response rate, surveys were then mailed to students during the month of February 2010. A return postage-paid envelope was included with each mailed survey.

A final sample size of 102 surveys was achieved for the PT&D survey, providing an overall response rate of 59.6 percent. At the 95 percent confidence level, sample findings from the PT&D survey provide an accuracy level of plus or minus six percent. A final sample size of 362 surveys was achieved for the CE survey, providing an overall response rate of 74.5 percent. At the 95 percent confidence level, sample findings from the CE survey provide an accuracy level of plus or minus three percent.

[1] The PT&D survey and frequencies are presented in appendices A and B respectively, while the CE survey and frequencies are presented in appendices C and D.

Survey Findings

The Professional Training and Development (PT&D) Survey

PT&D Sample Characteristics

Findings show that 72 percent of PT&D survey respondents are female, while 28 percent are male (*Figure 1*). Over three in four respondents are either college graduates or hold a graduate degree (*Figure 2*). The majority, or sixty-three percent of respondents are of Hispanic origin, while 34 percent report being Caucasian (*Figure 3*).

Figure 1. **Gender**

Figure 2. **Educational Attainment**

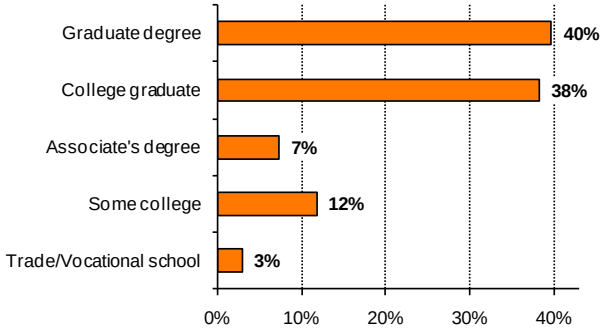
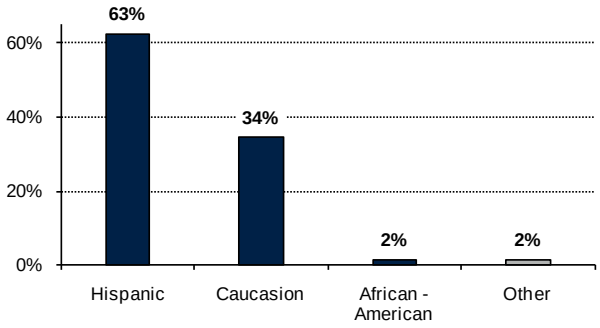


Figure 3. **Race and Ethnicity**



The median age is 50, with just over one-third of respondents, or 34 percent, falling between ages 45 and 54 (*Figure 4*). Just over one-fourth, or 27 percent fell between 35 and 44, and 21 percent of respondents indicated they were between 55 and 64. Twenty-one percent of respondents report a total household income of up to $50,000; 55 percent report an income between $50,000 and $100,000; and 24 percent report a household income of over $100,000 (*Figure 5*).

Figure 4. **Age**

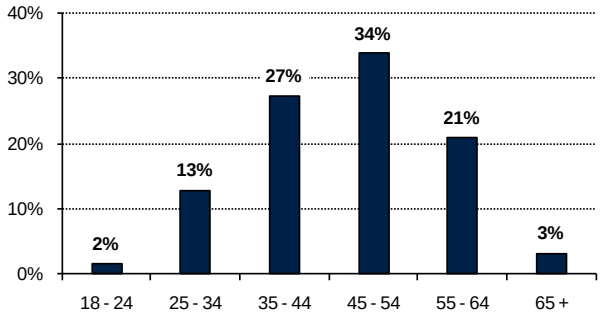
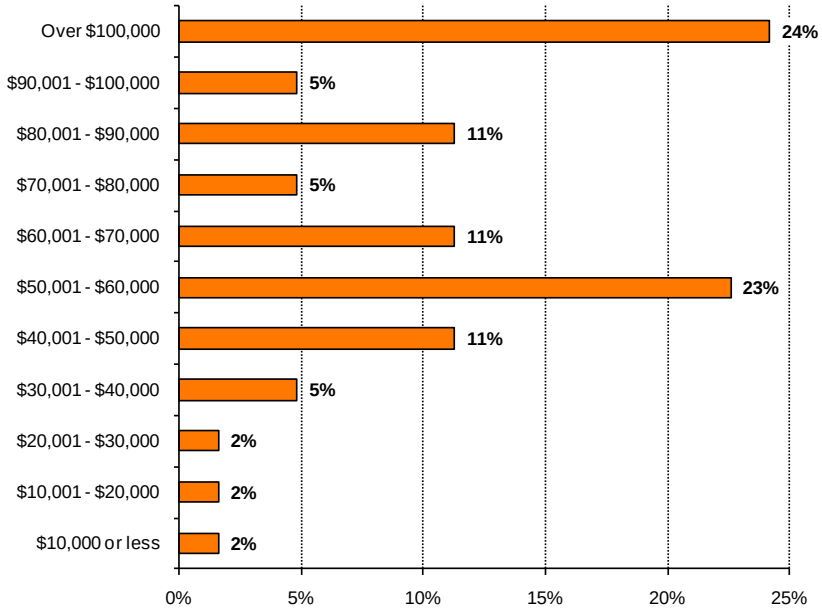


Figure 5. **Household Income**



PT&D Programs

PT&D survey respondents were first asked the principal reason for enrolling in a professional training and development course. The top three reasons listed by respondents are: **(1) increased job performance**, **(2) opportunities for career advancement**, and **(3) subject matter** (*Figure 6*). Respondents were then asked how many PT&D courses they had taken and completed; 56 percent of respondents report completing two or more courses in the past (*Figure 7*). The top three most commonly completed courses by respondents are in: **(1) Health Care**, **(2) Leadership**, and **(3) Management** (*Figure 8*).

Respondents were also asked what they would have done to obtain their training/education had it not been offered as continuing education through UTEP. Thirty-nine percent of respondents said they would have traveled outside the region to attend training/education courses; 28 percent of respondents would

have taken online courses; and 21 percent would have enrolled in credit courses (at UTEP, EPCC, or other) to obtain their training/education had it not been offered as continuing education through UTEP (*Figure 9*).

To conclude this section, respondents were asked how they first learned about the PT&D instruction provided by UTEP. Thirty-three percent of respondents learned about PT&D from their employers; 28 percent learned about PT & D through direct mail advertising; 14 percent learned about PT & D through their colleagues; and 12 percent learned through other means (*Figure 10*). The 'other' means through which participants found out about PT&D programs include: the newspaper, school, and family (see Appendix B).

Figure 6. **Principal Reason for Enrolling in a PT&D Course**

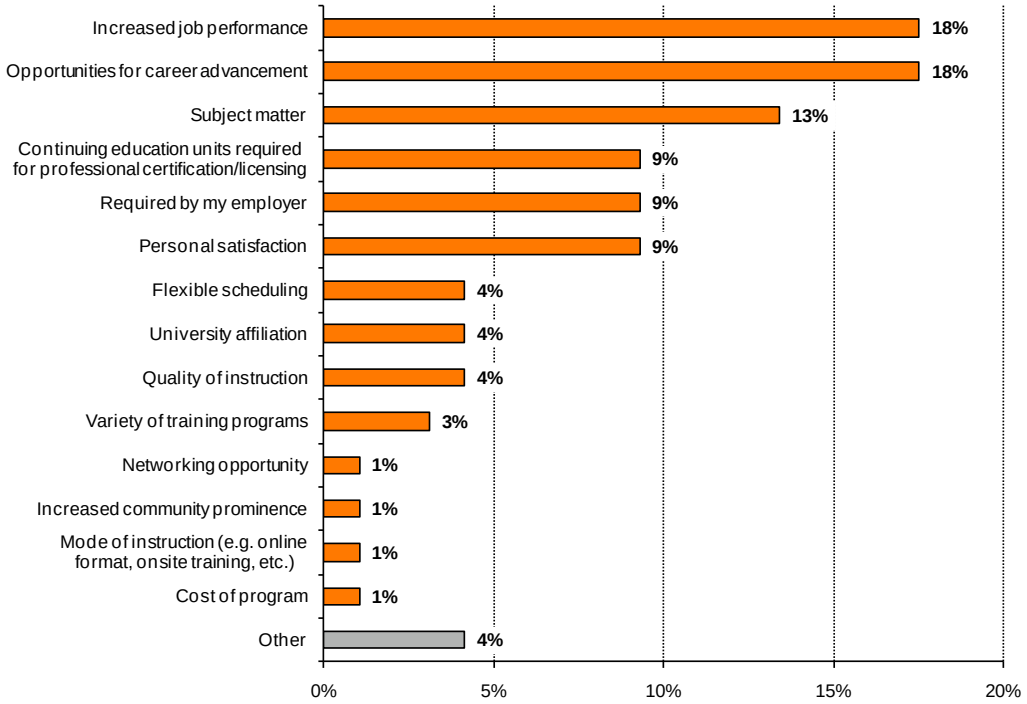


Figure 7. **How many PT&D courses have you taken and completed?**

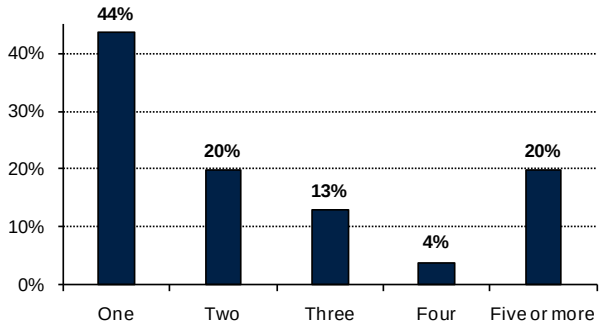


Figure 8. **In what type of PT&D courses did you participate?**

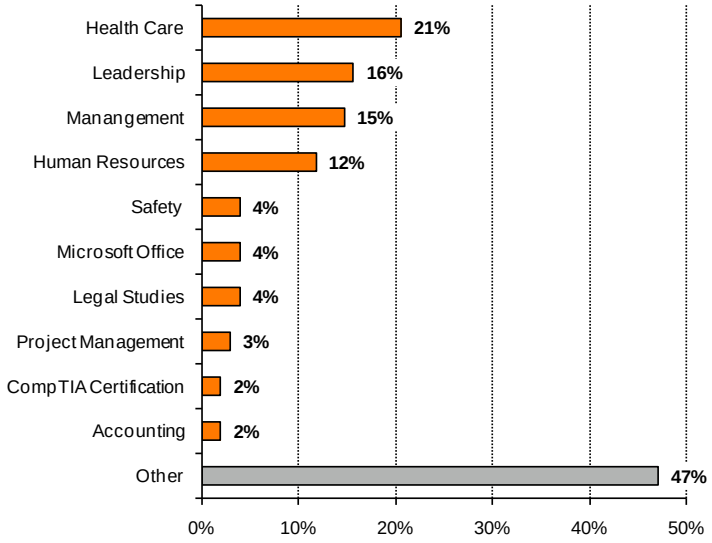


Figure 9. **What would you have done to obtain your training/education had it not been offered through UTEP?**

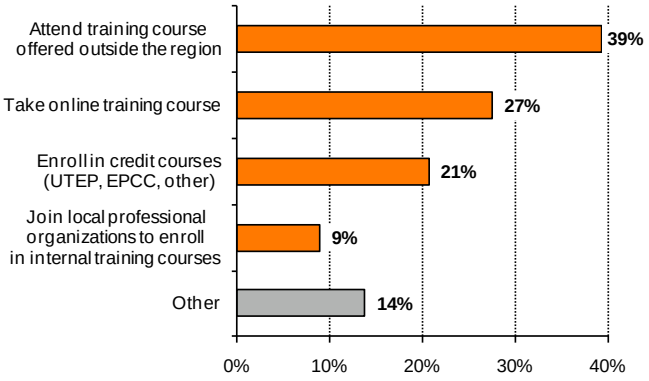
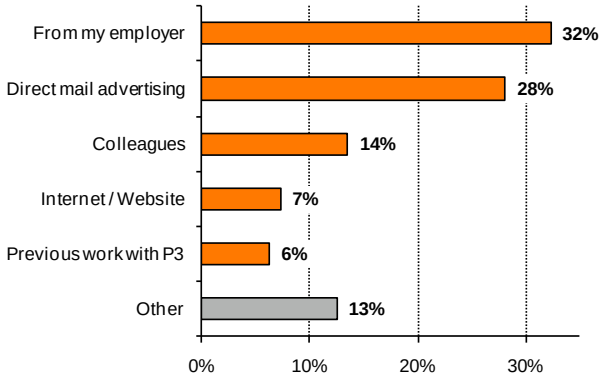


Figure 10. **How did you first learn about the PT&D instruction provided by UTEP?**



Professional and Personal Effects of PT & D Courses

In the next section, PT&D survey respondents were asked to rate their level of agreement with different statements concerning effects the PT&D courses may have had on their professional and personal lives. Results show that the majority of respondents, 70 percent, either 'strongly' or 'somewhat' agree that the professional training/development education was a networking opportunity (*Figure 11*). Twenty-nine percent of respondents either 'strongly' or 'somewhat' agree that the professional education increased their community prominence; however, roughly the same amount either 'strongly' or 'somewhat' disagree (*Figure 12*). Well over half of respondents either 'strongly' or 'somewhat' agree that the professional

education provided them with the opportunities for career advancement (*Figure 13*). Almost three in four of respondents either 'strongly' or 'somewhat' agree that the professional education increased their job performance (*Figure 14*).

Figure 11. **The PT&D education was networking opportunity.**

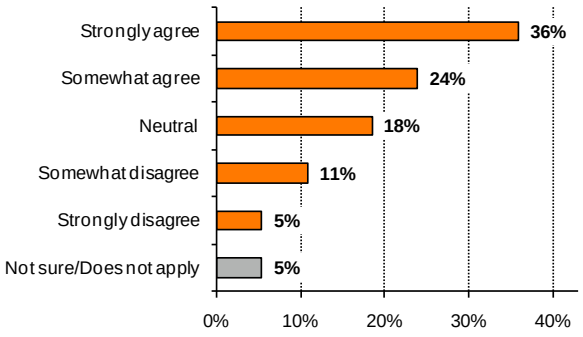


Figure 12. **The PT&D education increased my community prominence.**

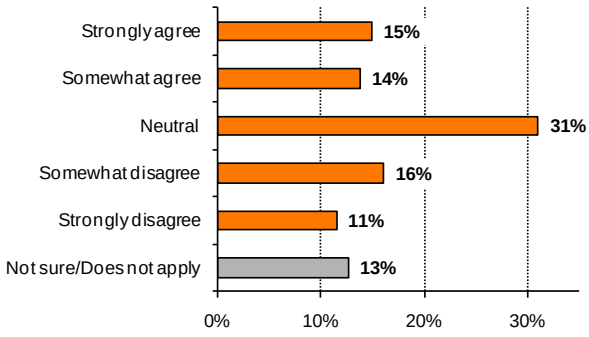


Figure 13. **The PT&D education provided me with opportunities for career advancement.**

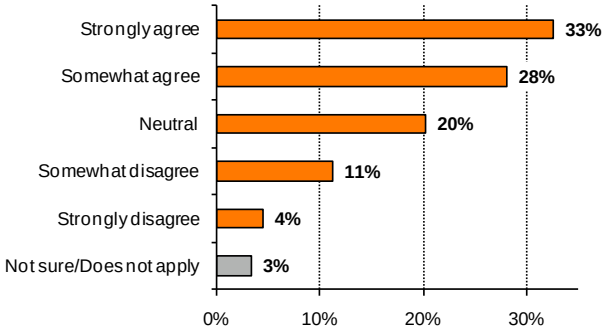
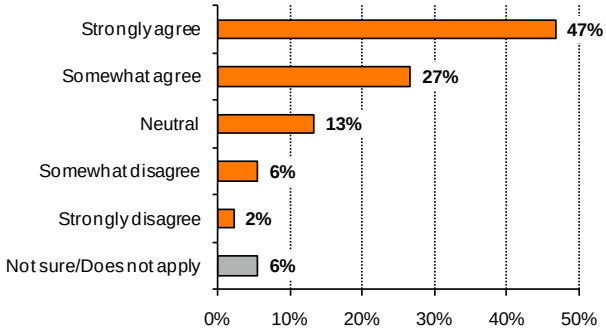


Figure 14. **The PT&D education helped increase my job performance.**



Results also show that the majority of respondents, 90 percent, either 'strongly' or 'somewhat' agree that the professional education received from the PT&D courses gave them personal satisfaction (*Figure 15*). Thirty-five percent of survey respondents enrolled in PT&D courses because it was required by their employer (*Figure 16*). Roughly one in two respondents enrolled in PT&D courses because the units were required for professional certification/licensing and it afforded them greater marketing /promotional potential (*Figures 17 & 18*). When asked whether they agreed their PT&D education was instrumental for them receiving a pay raise, 41 percent of respondents either 'strongly' or 'somewhat' disagreed (*Figure 19*). However, 10 percent of respondents agreed it was instrumental for them receiving a pay raise; another 17 percent of respondents felt neutral about the matter; and 32 percent of respondents were either 'not sure' whether the education had been instrumental in receiving a pay raise or felt the question was 'not applicable'.

Figure 15. **The PT&D education gave me personal satisfaction.**

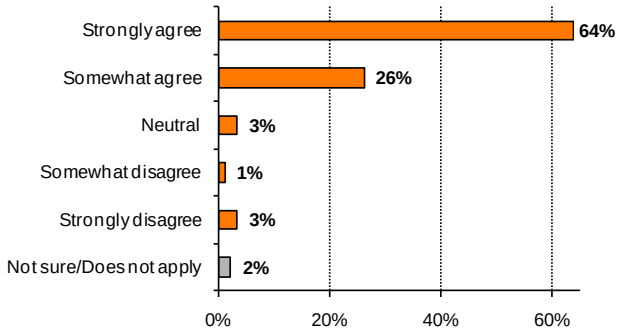


Figure 16. **The PT&D education was required by my employer.**

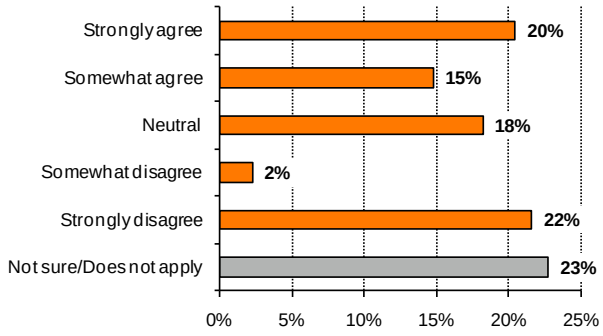


Figure 17. **The PT&D education was required for professional certification/licensing.**

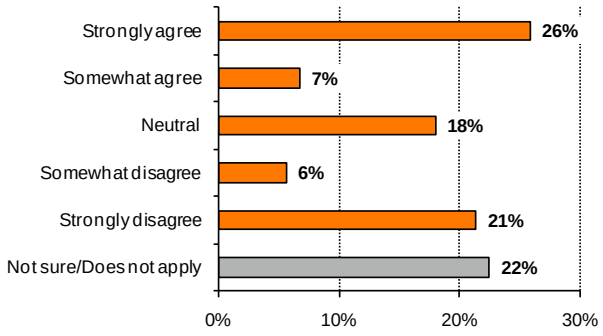


Figure 18. **The PT&D education afforded me greater marketing/promotional potential.**

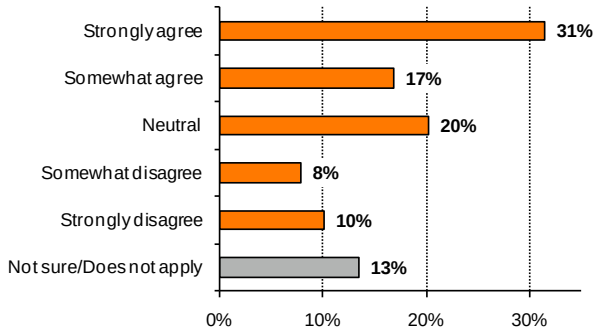
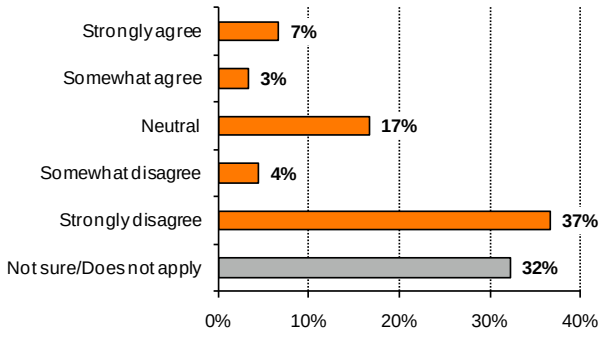


Figure 19. **The PT&D education was instrumental for my receiving a pay raise.**



Respondents who did not disagree that their PT&D education was instrumental in receiving a pay raise were then asked to indicate how much their salary had increased annually in relation to their professional training/development education (*Figure 20*). The majority of respondents that claimed a salary increase (78 percent) indicated an increase of up to $500 annually. Five percent of respondents claimed an annual salary increase between $1,001 and $1,500; eight percent of respondents claimed and increase between $1,501 and $2,000; and another eight percent of respondents claimed an annual salary increase of over $2,000 in relation to their professional training/development education.

Respondents were also asked whether they agreed the total benefits (e.g. salary, compensation, benefits, etc.) from their continuing education experience had been adequate to justify their investment or their employer's investment (*Figure 21*). Over half of the respondents either 'strongly' or 'somewhat' agree that their education experience with the professional training and development programs justified the investment made.

Figure 20. **If your PT&D education was instrumental for receiving a pay raise, how much did it increase your salary annually?**

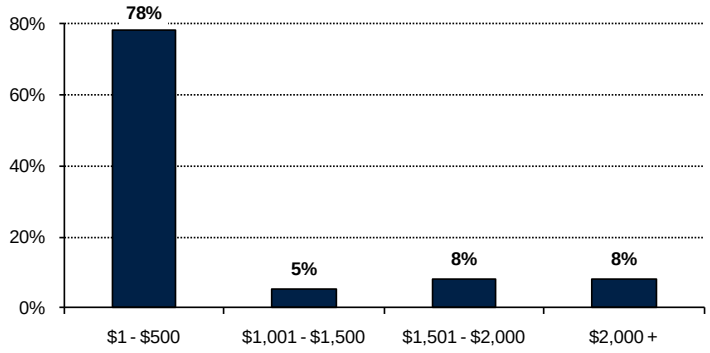
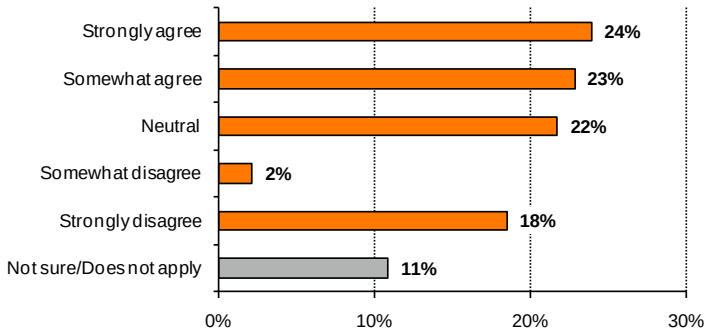


Figure 21. **The total benefits from your continuing education experience have been adequate to justify your investment or your employers' investment.**



Respondents were then asked whether their professional training had any type of effect on their career/professional life. Sixty-two percent of respondents said 'yes' (*Figure 22*); these respondents were then asked to provide their level of agreement with various statements concerning different types of professional effects. Twenty-nine percent of respondents either 'strongly' or 'somewhat' agree that without the continuing education, they could not have qualified for their job with their current employer (*Figure 23*). The majority of respondents, 70 percent, either 'strongly' or 'somewhat' agree that their continuing education experience enhanced their competitiveness for the job they hold with their current employer (*Figure 24*).

Figure 22. **Did your training have any type of effect on your career/professional life?**

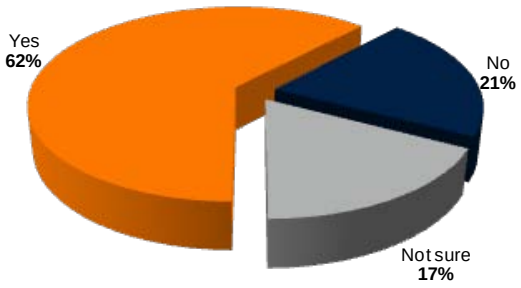


Figure 23. **Without the PT&D education, I could not have qualified for my job with my current employer.**

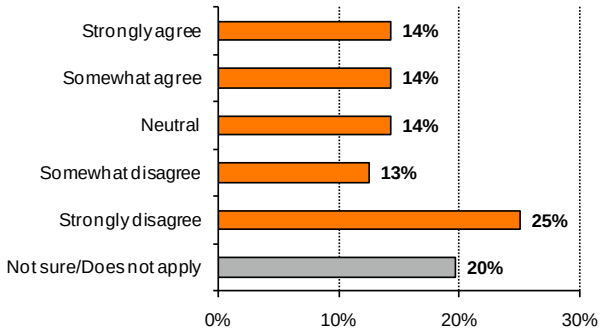
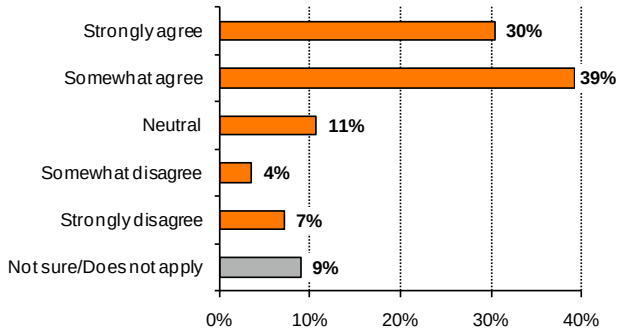


Figure 24. **The PT&D education enhanced my competitiveness for the job I hold with my current employer.**



Additionally, 45 percent of respondents either 'strongly' or 'somewhat' agree that their continuing education experience led to a promotion or widened possible career paths with their current employer (*Figure 25*). The majority of respondents, 91 percent, either 'strongly' or 'somewhat' agree that their continuing education experience enhanced their breadth, skills, and effectiveness with their current job (*Figure 26*).

Figure 25. **The PT&D education led to a promotion or widened possible career paths with my current employer.**

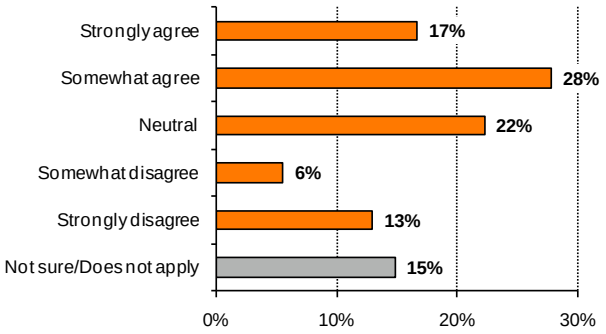
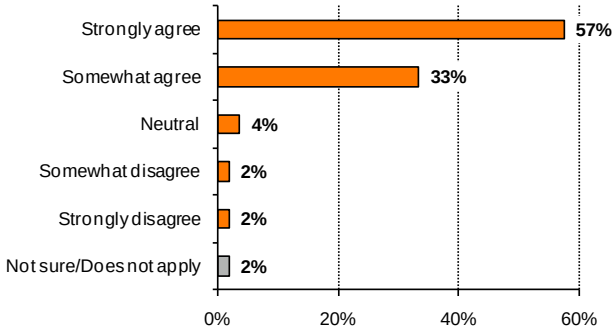


Figure 26. **The PT&D education enhanced breadth, skills, and effectiveness with my current job.**



Future Plans with PT&D Programs

In the next section, respondents were first asked whether they planned on completing additional training programs, given their past experience with UTEP Professional Training and Development. Sixty-seven percent of respondents indicated they plan on completing additional programs, while 10 percent said they did not plan on completing other programs (*Figure 27*). Respondents that plan on completing other programs were then asked which courses they plan on completing (*Figure 28*). The top five programs mentioned were in: **(1) Leadership**, **(2) Management**, **(3) Project Management**, **(4) Health Care**, and **(5) Education**. The 10 percent of respondents that said they did not plan on completing additional training programs were also asked to provide qualitative answers as to why they did not plan on completing other programs (see Appendix B); reasons provided by respondents include:

- *Poor management of courses*
- *Courses are not worth the associated cost*
- *Poor quality of instruction*
- *Programs are not fully preparing students for license exams*

Figure 27. **Do you plan on completing additional training programs?**

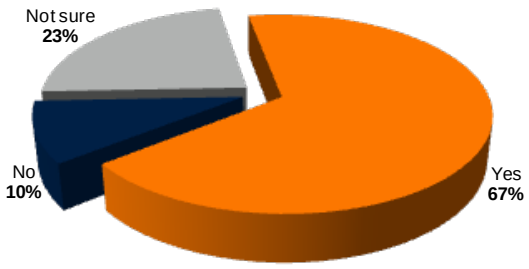
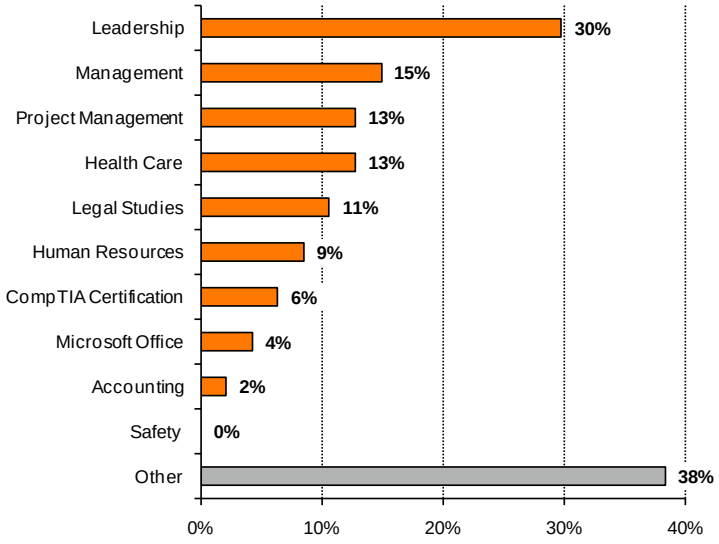
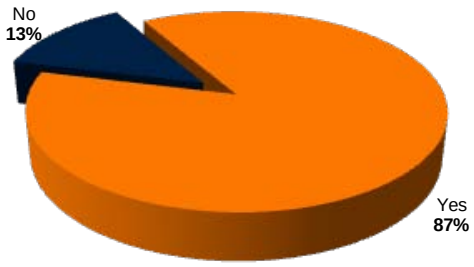


Figure 28. **If you do plan on completing additional training programs, which additional programs do you plan on completing?**



To conclude this section, respondents were asked whether they would recommend the PT&D courses they had completed to others; the majority of respondents, 87 percent, answered 'yes', while 13 percent said 'no' (*Figure 29*).

Figure 29. **Would you recommend the professional development/training courses you have completed to others?**



Respondents who said they would not recommend the courses to others were asked to provide qualitative answers about why they would not recommend the courses. The reasons mentioned include:

- *Cost of courses and parking*
- *Courses are delivered in too short a time period to adequately prepare students*
- *Poor quality of courses*
- *Poor quality of instructors*

Respondents who indicated they would recommend the courses they completed to others were also asked why they would make the recommendation (see Appendix B for complete list of qualitative answers provided by respondents). The most frequently mentioned reasons include:

- *Quality of course content*
- *Enhanced professional and personal development*
- *Good instructors*
- *Flexible hours*
- *Course price*

Satisfaction with PT & D Programs

In this section, respondents were asked to provide answers to three similar questions used to calculate a customer satisfaction index (CSI). A CSI serves not only to evaluate the respondent's level of satisfaction with the professional training and development programs they completed, but also as a performance metric that may be used to compare results with future survey findings (e.g. track increases/decreases of level of satisfaction over time with the programs). Although questions used to calculate a CSI in this survey were tailored for the PT & D programs, the questions most commonly used to calculate the CSI include:

1. How well did the services you received meet your expectation?
2. How well did the services you received compare to your ideal?
3. Overall, how satisfied are you with the services you received?

Respondents are asked to provide a rating on a scale from 1 to 10 for each of the CSI questions. A CSI score, ranging from zero to 100 (with higher scores signifying higher levels of customer satisfaction) is calculated based on respondents' scores. Two different approaches are commonly used to calculate a CSI: the American Customer Satisfaction Index (ACSI)[2][3], which uses proprietary weights (which are based on industry type and location) generated by the University of Michigan Business School and the Claes Fornell International Group, and the Minnesota Customer Satisfaction Index (MnCSI)[4], which assigns equal weights to the responses generated from the three questions.

The CSI for this study was calculated using the MnCSI method; thus equal weights were assigned to responses for all three questions. Results from descriptive analysis for each of the questions show that

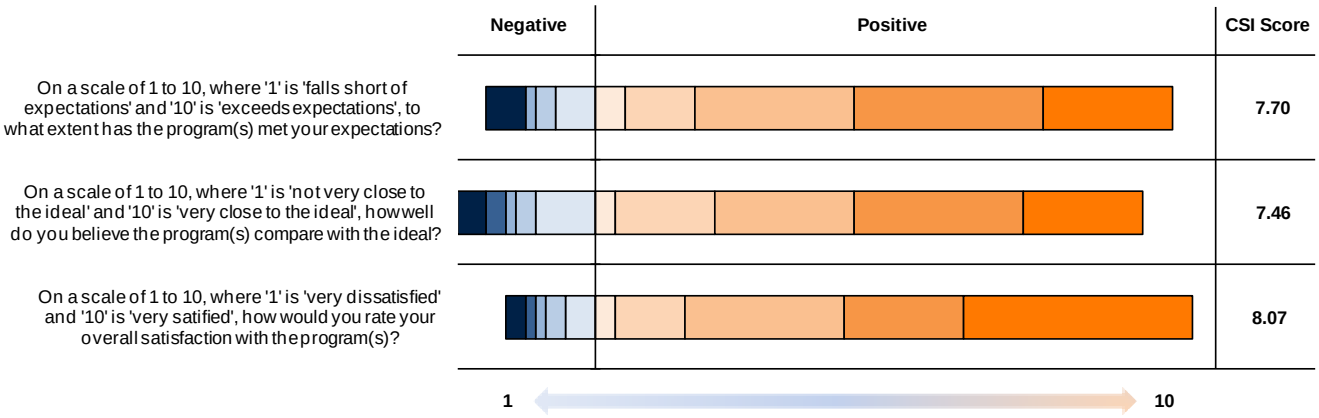
[2] Anderson, E. W. & Fornell, C. (2000), "Foundations of the American Customer Satisfaction Index". *Total Quality Management,* v11, n7, S869-S882.

[3] Fornell, C., Johnson, M. D., Anderson, E. W., Cha, J., & Everitt Bryant, B. (1996). " The American Customer Satisfaction Index: Nature, Pupose, and Findings". *The Journal of Marketing,* v60, n4, 7-18.

[4] For more information on the MnCSI visit: http://www.positivelyminnesota.com/About_Us/Customer_Satisfaction/Job_Seeker_Satisfaction/Background_3.aspx

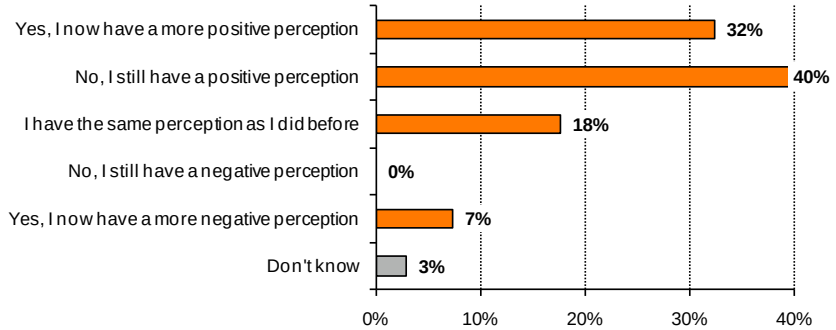
respondents provided an average rating of **7.70** when asked to what extent the PT&D programs had met their expectations. When asked how well they believed the PT&D programs compared with their ideal, respondents provided an average rating of **7.46**. Respondents provided an average rating of **8.07** for overall level of satisfaction with the PT&D programs. These results provide an overall CSI score of **77.4** for the PT&D programs (*Figure 30*).

Figure 30. **Customer Satisfaction with Professional Training and Development Education**



To conclude the survey questions regarding the PT&D programs, respondents were asked whether their experience in the PT&D programs had changed their perception of continuing education (*Figure 31*). Forty percent of respondents indicated that their perception had not changed; they still have a positive perception. Thirty-two percent of respondents indicated that their perception of continuing education had changed for the better; on the other hand, seven percent of respondents now have a more negative perception of continuing education due to their experience with PT&D.

Figure 31. **Did your experience with the PT&D programs change your perception of continuing education?**



Finally, respondents were asked what PT&D officials can do to improve the programs (see Appendix B); the most frequently mentioned answers include:

- *Improve quality and organization of course/teaching instruction*
- *Offer more courses at more flexible times*
- *Have better and fully equipped classrooms*
- *Make courses more affordable*
- *Have smaller class size*
- *Better parking*

The Community Enrichment (CE) Survey

Sample Characteristics

Findings show that 66 percent of CE survey respondents are female (*Figure 32*). Thirty-five percent of respondents are between the ages of 18 and 44, 49 percent are between the ages of 45 and 64, and 15 percent are age 65 or over (*Figure 33*). One in five respondents have received some college education, while two in three are either college graduates or hold a graduate degree (*Figure 34*).

Additionally, 58 percent of respondents are of Hispanic origin, while 34 percent are Caucasian (*Figure 35*). Thirty-eight percent of respondents report a total household income of up to $50,000; 43 percent report an income between $50,000 and $100,000; and 19 percent report a household income of over $100,000 (*Figure 36*).

Figure 32. **Gender**

Figure 33. **Age**

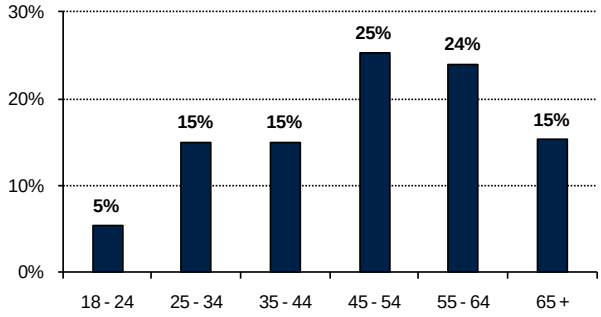
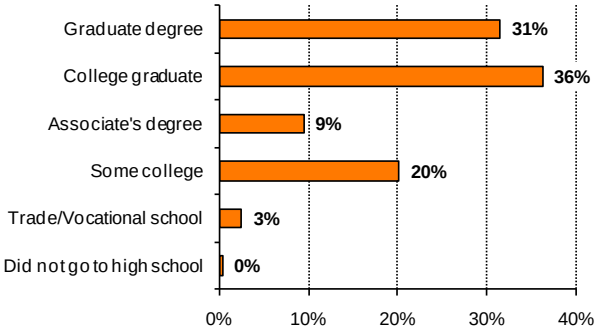


Figure 35. **Race and Ethnicity**

Figure 34. **Educational Attainment**



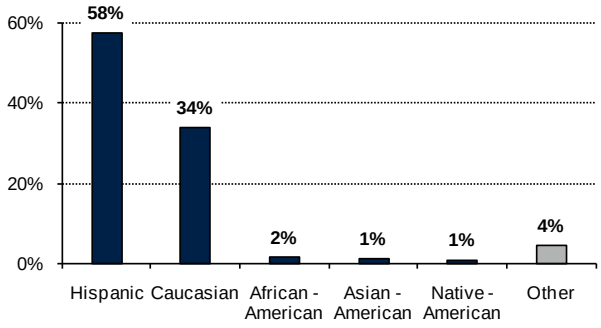
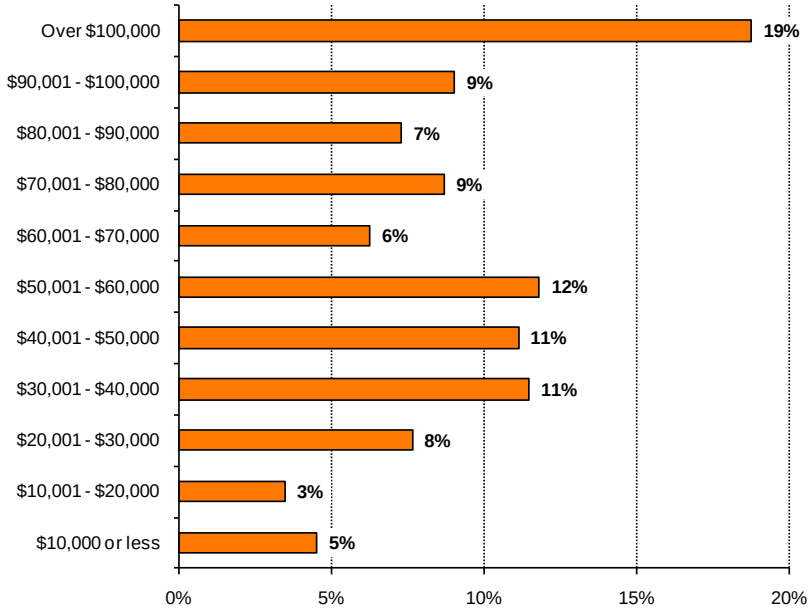


Figure 36. **Household Income**



CE Programs

Similar to the PT&D survey, CE survey respondents were first asked the principal reason for enrolling in a community enrichment course. The top three reasons listed by respondents were: **(1) personal satisfaction**, **(2) subject matter**, and **(3) the variety of training programs offered** (*Figure 37*). Respondents were then asked how many CE courses they had taken and completed; 61 percent of respondents report completing two or more courses in the past (*Figure 38*). The top three most commonly completed courses are in: **(1) Fitness**, **(2) Foreign Language**, and **(3) Art & Performing Art** (*Figure 39*).

Respondents were also asked what they would have done to obtain their continuing education had it not been offered through UTEP. Thirty-six percent of respondents said they would have joined local

organizations and participate in their activities to obtain continuing education; 18 percent would have enrolled in credit courses (at UTEP, EPCC, or other) to obtain their continuing education had it not been offered through UTEP; and 14 percent of respondents would have taken online courses (*Figure 40*).

To conclude this section, respondents were asked how they first learned about the CE instruction provided by UTEP. The majority of respondents, 60 percent, learned about CE courses through direct mail advertising; 13 percent learned about CE courses through their colleagues; and 12 percent learned about CE courses via the internet/website (*Figure 41*).

Figure 37. **Principal Reason for Enrolling in a CE Course**

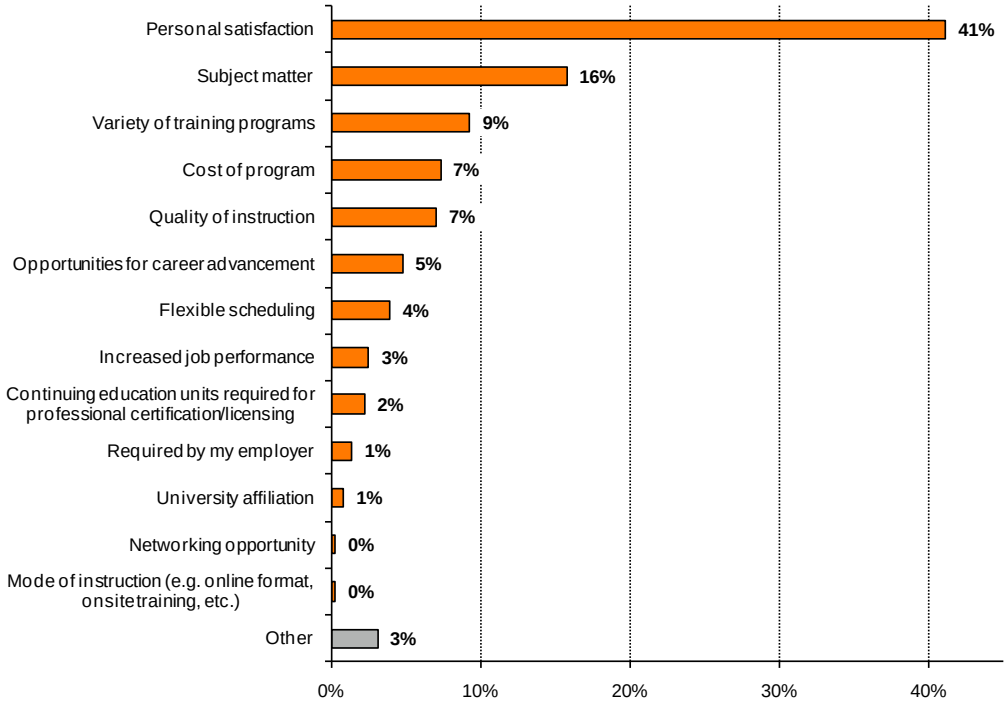


Figure 38. **How many CE courses have you taken and completed?**

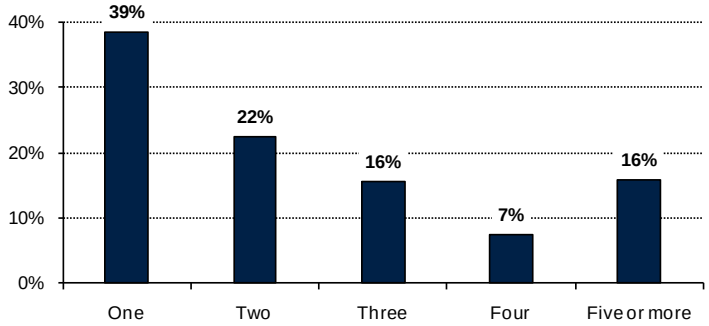


Figure 39. **In what type of CE course(s) did you participate?**

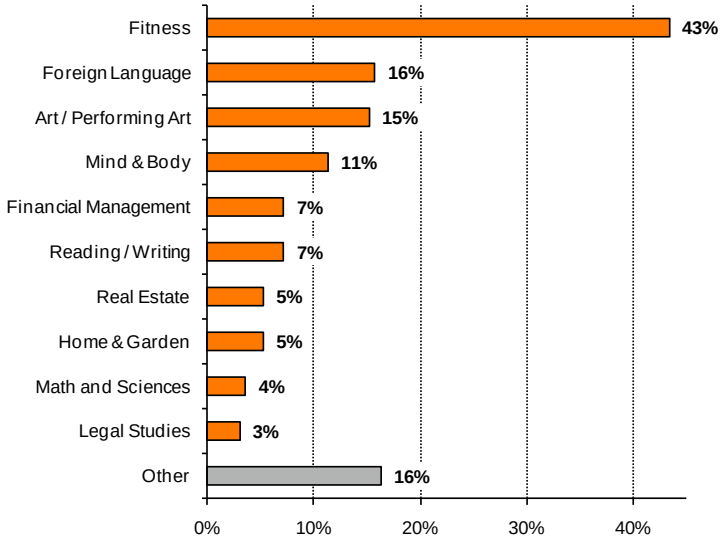


Figure 40. **What would you have done to obtain your continuing education had it not been offered at UTEP?**

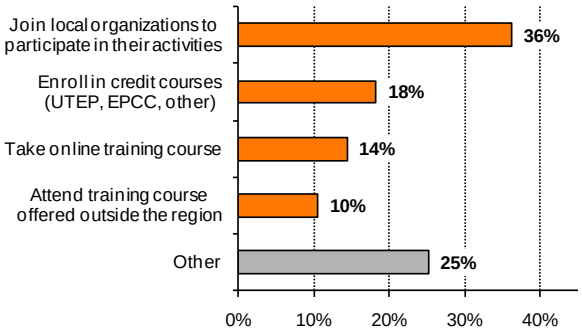
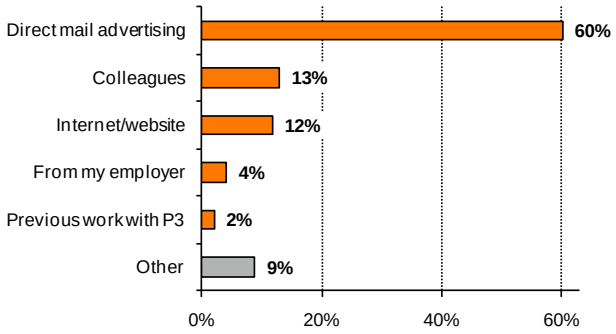


Figure 41. **How did you first learn about the CE instruction provided by UTEP?**



Professional and Personal Effects of CE Programs

In the next set of questions, respondents were asked whether their continuing education had any type of effect on their career/professional life. One in three respondents answered 'yes' (*Figure 42*); these respondents were then asked to provide their level of agreement with various follow-up statements concerning different types of professional effects. One in six respondents either 'strongly' or 'somewhat' agree that without their continuing education experience, they could not have qualified for their job with their current employer (*Figure 43*). Roughly one in three respondents either 'strongly' or 'somewhat' agree that their continuing education experience enhanced their competitiveness for the job they hold with their current employer (*Figure 44*). Almost one in four respondents either 'strongly' or 'somewhat' agree that their continuing education experience led to a promotion or widened possible career paths with

their current employer (*Figure 45*). Over one in three respondents either 'strongly' or 'somewhat' agree that their continuing education experience enhanced their breadth, skills, and effectiveness with their current job.

Figure 42. **Did your continuing education have an effect on your career/professional life?**

Figure 43. **Without the CE experience I could not have qualified for my job with my current employer.**

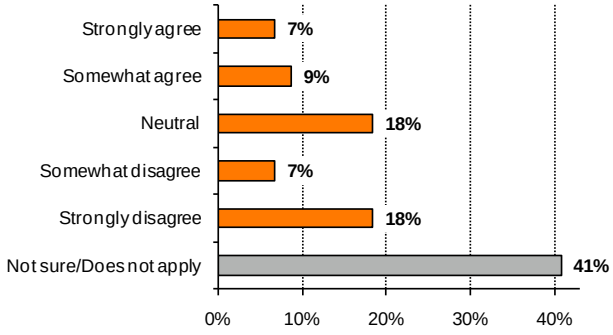


Figure 44. **The CE experience enhanced my competitiveness for the job I hold with my current employer.**

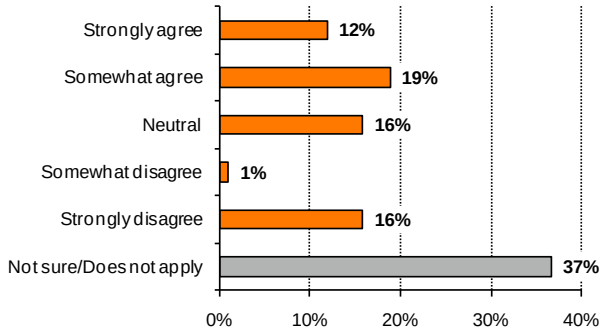


Figure 45. **The CE experience led to a promotion or widened possible career paths with my current employer.**

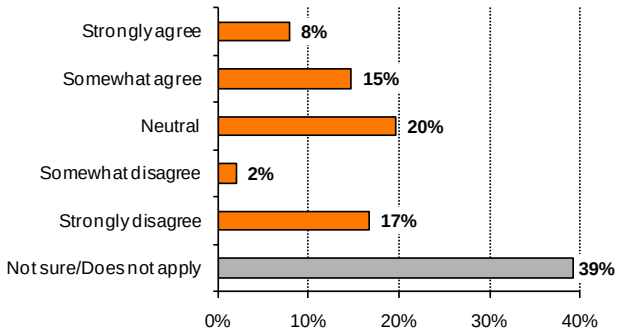
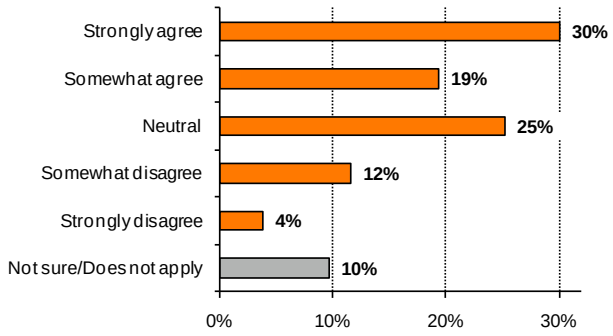


Figure 46. **The CE experience enhanced breadth, skills, and effectiveness with my current job.**



Future Plans with CE Programs

In this section, respondents were first asked whether they planned on completing additional CE programs, given their past experience with the programs. The majority of respondents, 72 percent, indicated that they plan on completing additional programs, while 5 percent said they did not plan on completing other programs (*Figure 47*). Respondents that said they planned on completing other programs were then asked which programs they plan on completing. The top five programs mentioned include: **(1) Fitness**, **(2) Mind & Body**, **(3) Foreign Language**, **(4) Art/Performing Art**, and **(5) Home & Garden** (*Figure 48*). The five percent of respondents that said they did not plan on completing additional training programs were also asked to provide qualitative answers as to why they did not plan on completing other programs; reasons provided by respondents include:

- *Poor quality of courses*
- *High cost of courses*
- *Limited variety of course*

.

Figure 47. **Do you plan on completing additional CE programs?**

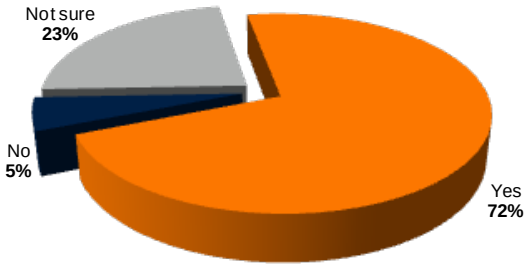
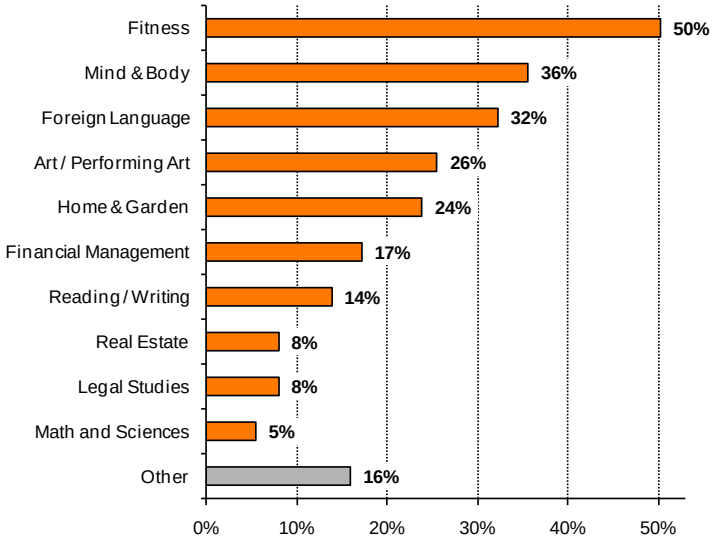
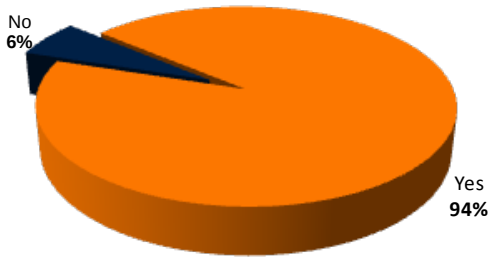


Figure 48. **If you do plan on completing additional CE programs, what kind of programs do you plan on completing?**



To conclude this section, respondents were asked whether they would recommend the CE courses they had completed to others; the majority of respondents, 94 percent, answered 'yes', while 6 percent said 'no' (*Figure 49*).

Figure 49. **Would you recommend the CE courses you have completed to others?**



Respondents who said they would not recommend the courses to others were asked to provide information on why they would not recommend the courses. The only reasons mentioned are: cost of courses and poor quality of courses. Respondents who indicated they would recommend the courses they completed to others were also asked why they would make the recommendation (see Appendix D for complete list of qualitative answers provided by respondents). The most frequently mentioned reasons include:

- *Good instructors*
- *Provides a positive personal experience*
- *Provides a simulating educational experience*
- *Affordability of courses*
- *Courses offered at convenient times*
- *To improve health and exercise*
- *Quality of programs*
- *Good way to meet others*
- *Good location*

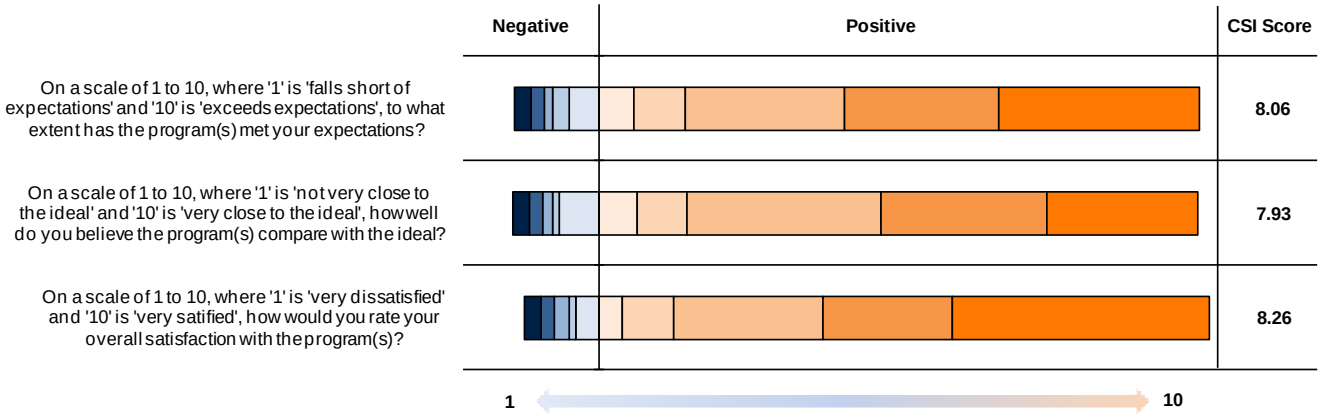
Satisfaction with CE Programs

Similar to the PT&D survey, respondents were asked to provide a rating on a scale from 1 to 10 for Customer Satisfaction Index (CSI) questions tailored for the CE programs. A CSI score was calculated for the CE programs using the Minnesota Customer Satisfaction Index (MnCSI) method[5]. Descriptive analysis of each of the questions show that when asked to what extent the CE programs had met their

[5] Refer to the PT&D portion of the report for a more information about the CSI and MnCSI.

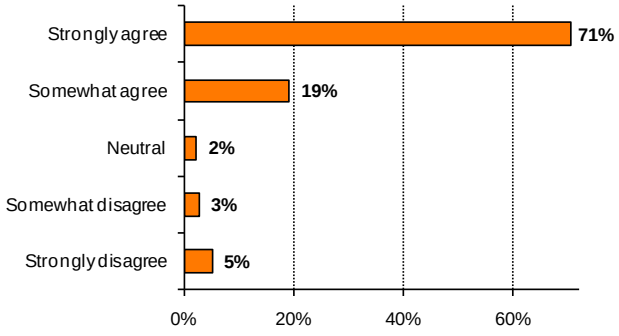
expectations, respondents provided an average rating of **8.06**. When asked how well they believed the CE programs compared with their ideal, respondents provided an average rating of **7.93**. Respondents provided an average rating of **8.26** for overall level of satisfaction with the CE programs. These results provide an overall CSI score of **80.8** for the CE programs (*Figure 50*).

Figure 50. **Customer Satisfaction with Community Enrichment Programs**



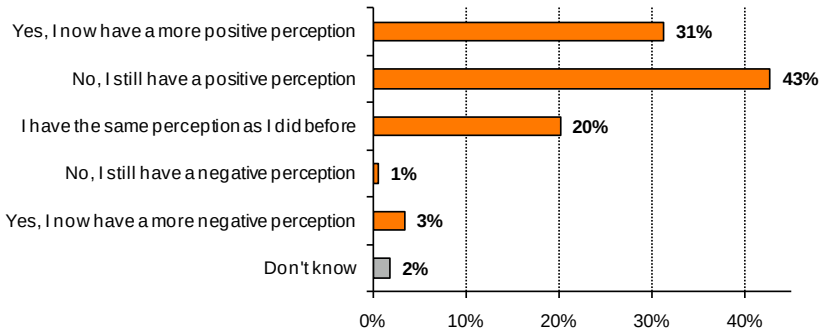
Respondents were also asked to indicate their level of agreement with the statement that their experience in the CE programs had given them personal satisfaction. The overwhelming majority (90 percent) of respondents agreed that their experience with community enrichment courses had given them personal satisfaction, while only eight percent disagreed with the statement (*Figure 51*).

Figure 51. **The CE experience gave me personal satisfaction.**



Next, respondents were asked whether their experience with CE programs had changed their perception of continuing education (*Figure 52*). Results show that 43 percent of respondents indicated that their perception had not changed; they still have a positive perception. Thirty-one percent of respondents indicated that their perception of continuing education had changed for the better, while three percent of respondents now have a more negative perception.

Figure 52. **Did your experience with CE programs change your perception of continuing education?**



Finally, respondents were asked what CE officials can do to improve the programs (see Appendix D); the most frequently mentioned answers include:

- *Increase number and variety of programs*
- *Improve quality of programs/instruction/classrooms*
- *Offer courses at more flexible times*
- *Lower course cost*
- *Improve advertisements*
- *Offer better course locations*
- *Offer better parking*

Economic Impact Methodology and Key Assumptions

There are two components to the economic impact analysis of P^3 operations. Each utilizes an analysis consistent with the disciplines of Economics, Finance, and Public Policy Analysis. The first examines the impact of P^3 activities on the local community using the Input-Output (I-O) modeling technique. The second estimates the increased stock of human capital within the region as a result of participation in P^3 courses and training programs. The methodology of each component and corresponding key assumptions are described in greater detail below.

Economic Impact of P^3 Operations

To estimate the economic impact of P^3 operations on El Paso County, a modeling technique known as Input-Output (I-O) analysis was applied. I-O analysis illustrates how a region's industries and institutions are linked by the intermediate inputs they provide one another to produce the final output in a given economy. For example, in the case of a university, the provision of education is a final output. In order to produce this final output, however, the university requires materials, products and services from other supplier industries and institutions, some of which include teachers, computers, desks, software, etc. Similarly, these suppliers require materials, products and services to produce intermediate inputs for the provision of the final output. Essentially, an I-O model captures all rounds of inter-industry/institutional relationships that make up the production processes of industries in an economy. These relationships are measured using ***multipliers***.

Multipliers estimate the total change in an economy resulting from a one unit change in production, employment, income, or some other component of value added. For example, an employment multiplier of 2.1 suggests that for every one job created by a given industry, an additional 1.1 jobs will be generated within the region. It is important to note, however, that different industries or sectors will vary in multiplier size. For example, industries exhibiting higher levels of interdependence with other sectors in an economy will typically be characterized by larger multipliers. Thus, industries relying less heavily on imports will generally have larger multipliers relative to those requiring commodities and services produced outside the region.[6] Consequently, larger regions will often have larger multipliers than smaller regions.

There are currently several I-O commercial software packages available, each of which provides its own unique regionalized multipliers. The model chosen for this study is the ***IMPLAN*** or ***IM***pact analysis for ***PLAN***ning system.[7] Similar to traditional regional economic modeling techniques, IMPLAN employs a top-down approach, using national data as a control total for state data, and state data, in turn is used as a control total for county data. In addition to being flexible and relatively easy to modify, IMPLAN

[6] Miernyk, W. H. (1965). *Elements of Input-Output Analysis.* New York: Random House.

[7] IMPLAN Professional©, Version 3.0. (1993). *Minnesota IMPLAN Group, Inc.*

explicitly breaks out impacts into three types of effects measured by its multipliers, making this an attractive I-O software package.[8] The three types of effects measured by the IMPLAN multipliers used in this report include the ***direct***, the ***indirect***, and the ***induced*** effects.

The ***direct*** effect refers to the initial change in demand resulting from new or current expenditures or employment. This effect is the impact that is actually applied to the predictive model for analysis. I-O multipliers are then used to generate changes in other regional economic sectors given the expenditure or employment value of interest. Examples of a direct effect include increases in construction expenditures, decreases in manufacturing employment, and changes in the level of tourist spending.

Indirect effects represent all changes in regional industry activity, such as increases or decreases in production and employment that result from the direct effect. For example, increases in education production will result in increased sales of computers, software, and other necessary inputs from supplier industries within the region. This increased supplier industry activity is captured by the indirect impact.

Finally, the ***induced*** effect measures the impact of household spending within a region due to changes in labor income, or compensation received by business proprietors and workers for both the directly and indirectly impacted regional industries. Continuing with the university example, increases in education and supplier industry output generate increases in labor income to support this additional activity. Households then spend a portion of this income on various goods and services produced within the economy, further increasing regional sales, employment, and income for other local economic sectors. The sum of these three effects represents the total impact of the new or current expenditure or employment value of interest.

IMPLAN provides information and impact results for several regional economic variables. These include output, employment, value added and various value added components, such as labor income. The three variables relevant to this analysis are ***1) output***, ***2) labor income***, and ***3) employment*** impacts on El Paso County. Each of these is defined below:

1. ***Output –*** represents the total value of industry production or the value of all goods and services produced within the region's economy.[9] Output is an overall measure of economic activity and is the sum of income paid to all factors of production as well as all inter-industry purchases.

2. ***Labor Income –*** represents the sum of compensation paid to workers as well as business proprietors. This value includes employer paid benefits and payroll taxes, in addition to wages

[8]Rickman, D. S., & Schwer, K. (Fall 1993). A Systematic Comparison of the REMI and IMPLAN Models: The Case of Southern Nevada. *The Review of Regional Studies* , 148-149.

[9] Minnesota IMPLAN Group, Inc. *Glossary.* Retrieved April 17, 2010, from IMPLAN.com Economic Impact Modeling Solutions: http://implan.com/v3/index.php?option=com_glossary&Itemid=164

and salaries.[10] Note that when interpreting the results of this study, labor income and output should not be summed, as labor income is a component of output. For P3 operations, labor income currently accounts for about one-third of the organization's direct output.

3. ***Employment –*** represents the average annual jobs within a sector and consists of both full-time and part-time positions.[11] This approach is consistent with the international standard for counting the number of jobs in an economic system.

When choosing the appropriate data with which to estimate the economic impact of P3 operations, two types of data were considered. The first relies on tuition dollars collected during the 2008-2009 school year, while the second relies on budget data for the same time frame. Tuition dollars requires assumptions that are unnecessary when the latter is available, given that budget data provides actual dollar values required to render P3 operational.

Thus, the economic impacts resulting from P3 operations were estimated using data extracted from the organization's budget corresponding to the 2008-2009 fiscal year. More specifically, ***1) total operating budget***, ***2) total employment*** (administrative employment plus instructors), and ***3) total payroll*** (wages and salaries plus employer paid benefits) were used in determining the effects of P3 annual operations on the local community. In sum, the FY 2009 P3 operating budget was $2.2 million, with nearly one-third of that, or approximately $0.7 million, intended for employee compensation. During the same time, P3 employed 18 administrative employees and 191 instructors, for a total of 209 persons on the FY 2009 P3 payroll.

Impact of Increased Stock of Human Capital

The second component of P3's economic impact on the El Paso region is in many ways the more significant of the two as it measures increases in human capital, a variable that plays a decisive role in determining a region's economic prosperity in the long run. The stock of human capital refers to the value of the knowledge base and skills an individual or a population within an economy obtains through training, education, experience, etc. at a specific point in time. An increase in human capital is important because it is positively associated with productivity, and thus, with economic growth.

Human capital is intangible, and as such, its stock or value is not directly observable; therefore, the variable must be measured using a proxy. In this case, an income based approach is applied, which

[10] Minnesota IMPLAN Group, Inc. *Glossary.* Retrieved April 17, 2010, from IMPLAN.com Economic Impact Modeling Solutions: http://implan.com/v3/index.php?option=com_glossary&Itemid=164.

[11] Ibid.

measures human capital with reference to future earnings. This approach is generally accepted in economics and finance and has been validated numerous times at national, state, and local levels.[12] The income based method relies on the assumption that as an individual's stock of human capital rises due to the acquisition of education/training over time, so too will the individual's earning capacity; that is, the individual's reasonably probable earnings stream will rise over their work-life years.

To obtain the data necessary for this analysis, two questions were included on the Professional Training and Development (PT&D) survey. The first asked respondents to indicate their level of agreement with the statement that the PT&D education was instrumental for receiving a pay raise. If respondents agreed with this statement, they were then asked to report how much their salary had increased annually due to their participation in PT&D programs (see Appendix A, questions 6i and 6j). Furthermore, additional questions and participant responses provided further insights regarding the importance of PT&D course upon an individual's career and compensation (see Appendix A, questions 6d, 6g, 6h, 7, 8a, and 8b).

For those participants in PT&D education/training programs who believe that the courses lead to an increase in their compensation base, the average adjustment was $565. This net or incremental improvement in annual earning capacity will continue over an individual's remaining work-life. In fact, the $565 annual difference will likely increase over time as cost of living, productivity, merit, and promotion adjustments occur. One can then calculate the present value of these future income differentials by discounting them to their current value equivalent. This figure will represent the value at present of the incremental or marginal change in the stock of human capital resulting from participation in the PT&D education/training.

An increase in one's earning capacity and consequent income stream is, clearly a benefit to the individual, as well as to the regional economy. Increased earnings imply increased spending over time, and additional income implies more tax revenue at the national, state, and local levels. Finally, the increase in earnings on an incremental basis can be compared to P^3's operating cost of providing their programs to participants. Such a comparison allows for a return on investment (ROI) or Benefit/Cost analysis of P^3. The specific assumptions employed in calculating the values associated with these concepts are presented in Table 1 below. These assumptions are consistent with information provided by P^3, the PT&D survey, and national data sources.

[12] Day, J. C., & Newburger, E. C. (July 2002). The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings. In *Current Population Reports* (pp. P23-210). U.S. Census Bureau.

Martin, G. D. (June 2006). *Determining Economic Damages.* James Publishing.

Schauer, D. A., & Soden, D. L. (January 2003). The University of Texas at El Paso Economic Impact. *Border Business Review* .

Table 1. Assumptions Regarding a PT&D Individual

	The PT&D Individual
Average Age	**47**
Incremental Earnings Base in 2009	**$565**
Employer-Provided Benefit Package as a Percent of Direct Pay	**30%**
Annual Growth in Compensation	**4.5%**
Annual Discount Rate	**4.5%**
Work-Life to Age	**62**

Economic Impact Findings

Economic Impact of P³ Activities

The impact results of P³ operations during the 2008-2009 fiscal year are presented in Table 2; all dollar values are in 2009 dollars. With a $2.2 million budget, it is estimated that the P³ organization increased total local business volume or output by $3.5 million during FY 2009, with $846,000 representing increased sales for supplier industries and $480,000 representing increased household spending. Thus, for every one dollar of output created by P³ operations, an additional $0.60 of indirect and induced output was generated within the El Paso region.

In terms of employment, a total of 209 people were on the FY 2009 P³ payroll, 18 of those were full or part time administrative employees, while the remaining 191 were instructors teaching the various courses offered by the organization. It is estimated that P³ spending (output) produces 11 additional jobs within the El Paso region; six are in support of increased supplier spending and 5 are in support of additional household spending. Therefore, for every one person employed by P³, an additional 0.05 jobs are created locally. While this implies a relatively low employment multiplier (1.05), it should be noted that although P³ employs 209 people, the majority of these work at a capacity of less than 50 percent time. As a result, compensation per worker is lower than would be the case with 209 full-time employees, producing a lower level of household or induced spending. However, what is important to be aware of is that P³, during the 2008-2009 fiscal year, represented a source of supplemental income for 191 instructors in the El Paso region.

Finally, nearly one-third of the P³ budget is spent on compensation to its 209 employees. Of the output generated by the organization's 2009 operations, supplier and household spending, over $340,000 was paid to laborers and self-employed individuals residing within the El Paso region, so that total local labor income was increased by $1.0 million as a result of P³ operations during FY 2009.

Table 2. Economic Impact of P³ Operations during FY 2009

	Direct	Indirect	Induced	Total
Output	$2,205,756	$846,428	$480,235	**$3,532,419**
Employment	209	6	5	**220**
Labor Income	$668,853	$196,306	$143,271	**$1,008,430**

Values in 2009 dollars.

In addition to output, employment, and labor income effects, P³ operations also positively impacted federal, state, and local taxes collected for the 2008-2009 fiscal year; see Table 3. The organization's expenditures generated an additional $282,000 in taxes paid by local firms and households to federal, state and local government entities. Roughly two-thirds of that went to the federal government, while the remaining one-third was collected by the state and local governments.

Table 3. Tax Impact of P³ Operations during FY 2009

	Direct	Indirect	Induced	Total
Federal	$100,744	$45,934	$29,834	**$176,512**
State and Local	$19,854	$53,402	$32,278	**$105,534**
Total	**$120,598**	**$98,976**	**$62,112**	**$281,686**

Values in 2009 dollars.

The impact analysis of P³ activities for the 2008-2009 fiscal year, demonstrate that the organization is not only a self-sustaining component of the University, but also an economic asset to the local community at large as it generates additional spending, labor income, employment and tax dollars for the El Paso region that would otherwise be lost in the absence of P³.

Impact of Increased Stock of Human Capital

A present value analysis of the incremental change in earnings as outlined in the previous section reveals significant impacts on the El Paso community. The 2007-2009 PT&D total participant population consisted of approximately 700 students.[13] Of those, 40 percent (or 280) were assumed to have received a compensation adjustment as a result of having participated in PT&D training/education programs.

Thus, over the 2007-2009 time period, the region's stock of human capital increased by over $2.3 million ($2,373,000) in direct pay and by approximately $3.1 million ($3,084,900) when incremental employer paid benefits are included. This translates to a net present value increase of approximately $8,500 per participant receiving a compensation adjustment not including benefits. When benefits are considered, another $2,250 is added to one participant's earning capacity. Whether considered at the aggregate or individual level, the presence of P³ and its PT&D programs provides substantial increase to the regional stock of human capital.

Finally, it is possible to compare the increase in earnings on an incremental basis to the P³ operating cost of providing PT&D programs to participants. Such a comparison allows for a return on investment (ROI) or Benefit/Cost analysis of the PT&D division of P³. Based on the P³ operating budgets for FY2008 and FY2009, approximately $577 thousand ($577,125) was budgeted for PT&D programs. The 280 participants receiving a pay raise as a result of PT&D courses increased the region's human capital stock by $3.1 million (with benefits). Thus, the benefit to cost ratio (B/C) over the 2007-2009 time period is 5.3 to 1, implying a considerable ROI of 430 percent.

[13] The participant population was approximated using total PT&D enrollment from fall 2007 through summer 2009 and responses to question two from the PT&D survey.

Qualitative Discussion of P³

In addition to the measurable benefits associated with P³, the organization provides the local region with a number of intangible professional and career oriented benefits, as well as personal enrichment benefits that are not easily quantified. Despite their qualitative nature, these positive externalities are nonetheless readily observable and important to the El Paso community. The following discussion focuses on the qualitative activities of P³ and is based on data gathered from P³ officials regarding courses offered.

Throughout the discussion below, it should be kept in mind that there are two levels at which the local community is impacted by the presence of P³: first at the ***individual level*** and second at the ***community level***. Individual participants in P³ programs begin the impact process by undergoing changes in their personal and professional lives as a result of their involvement with the organization. For example, participants experience a personal sense of accomplishment as new skill sets applicable to the job are acquired. Participants may also experience an improvement to their quality of life as the exploration of new hobbies and interests provide opportunities for social networking and outlets for stress relief.

Individual level benefits subsequently translate to community-wide benefits. For instance, an increased skill set collectively leads to increased productivity within the region, a trend that is positively associated with long-term economic growth. Similarly, an improvement to the individual quality of life communally produces a region that is more attractive to both people considering retirement and businesses considering relocation, two additional contributing factors to long-term economic growth. This qualitative impact process, although not directly quantifiable, is applicable to each of the P³ programs describe below.

During the 2008-2009 school year, Professional and Public Programs (P³) offered its courses and programs through its various components, which included:

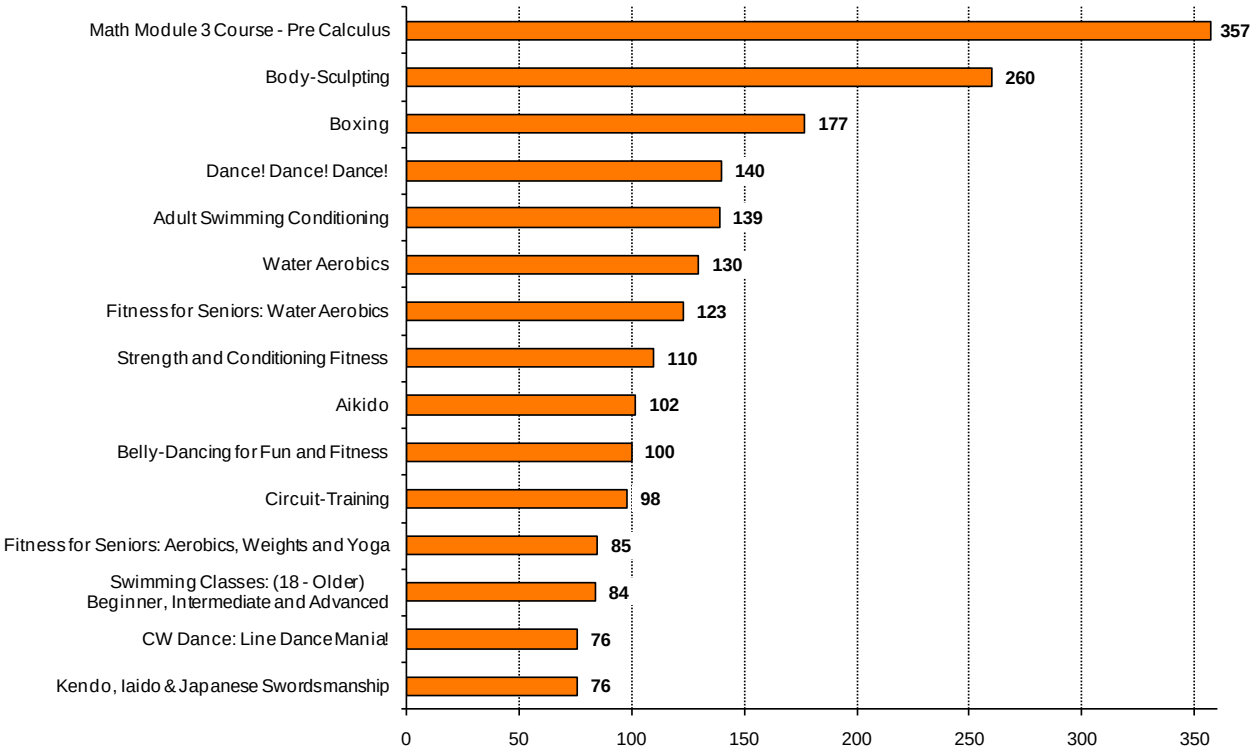
1. Community Enrichment
2. Professional Training and Development
3. The Language Institute
4. Academic Programs / Distance Learning
5. The Osher Lifelong Learning Center

Community Enrichment

The Community Enrichment (CE) branch of P³ focuses on the individual through the provision of opportunities for skill enhancement and participation in cultural and recreational activities. CE offers adults and youth a variety of non-traditional programs and courses designed to address a diverse set of interests including entertainment, personal to professional development, and health needs. To increase the accessibility of these programs and course-offerings, P³ has made them available at off-campus sites, partnering with organizations throughout the community, as well as on-line and on-campus.

From September 2008 through August 2009, the Community Enrichment – Adult division of P3 offered 333 courses on 145 different topics. During this same time frame, the CE – Adult division was responsible for a total enrollment of 3,381.[14] The top three enrolling course subjects were: (1) Math Module 3 Course – Precalculus, (2) Body Sculpting, and (3) Boxing. *Figure 53* below lists the top 15 enrolling course subjects and the corresponding number of students participating in each subject during the 2008-2009 school year. Consistent with the CE survey findings, fitness course offerings are most popular among CE – Adult students, suggesting that personal satisfaction and health interests are a top priority for this portion of P3's consumers.

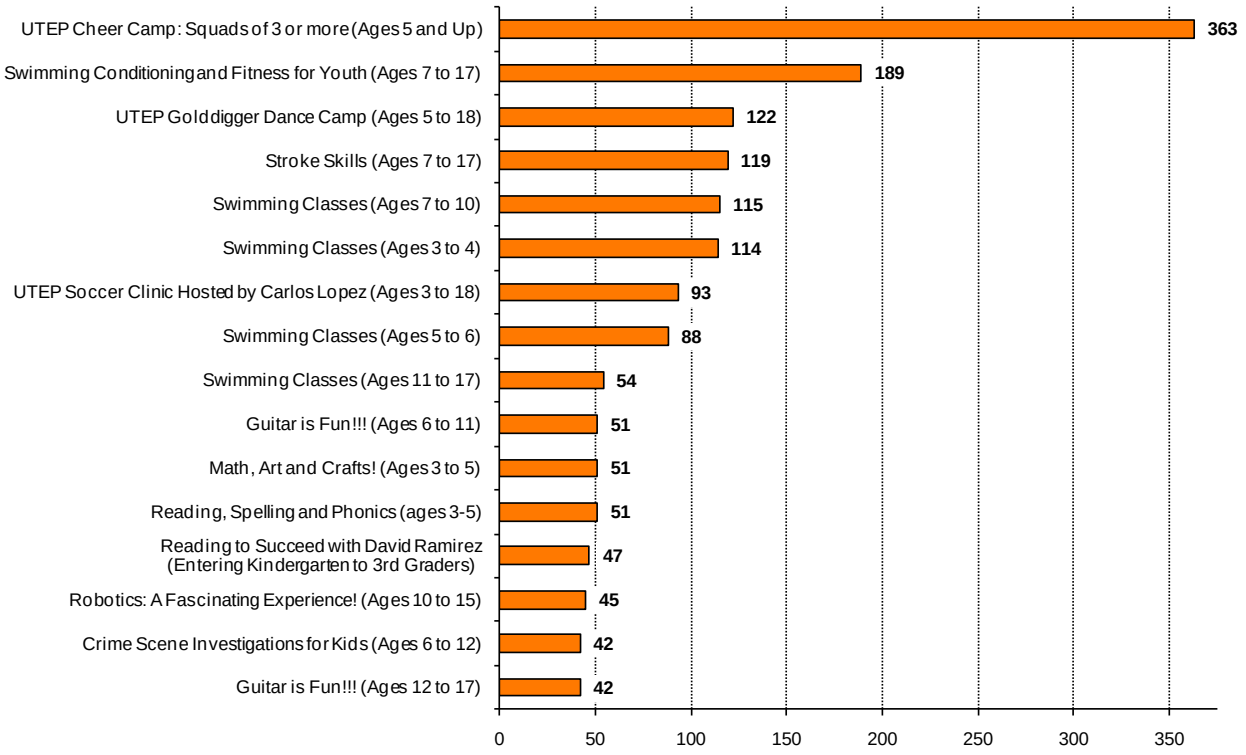
Figure 53. **Top Enrolling CE – Adult Course Subjects**



The Community Enrichment division of P3 also offers youth the opportunity to participate in a variety of course offerings, encouraging students, ages three through 18, to build their skills and explore their interests. The CE – Youth division offered 230 courses on 116 different topics. The CE – Youth division of P3 was responsible for an aggregate enrollment of 3,071. The top three enrolling course subjects were: (1) UTEP Cheer Camp, (2) Swimming, Conditioning, and Fitness for Youth, and (3) UTEP Golddigger Dance Camp. *Figure 54* below lists the top 16 enrolling course subjects and the corresponding number of students participating in each subject. Overall, swimming appears to be the most popular youth activity, followed by cheer and dance.

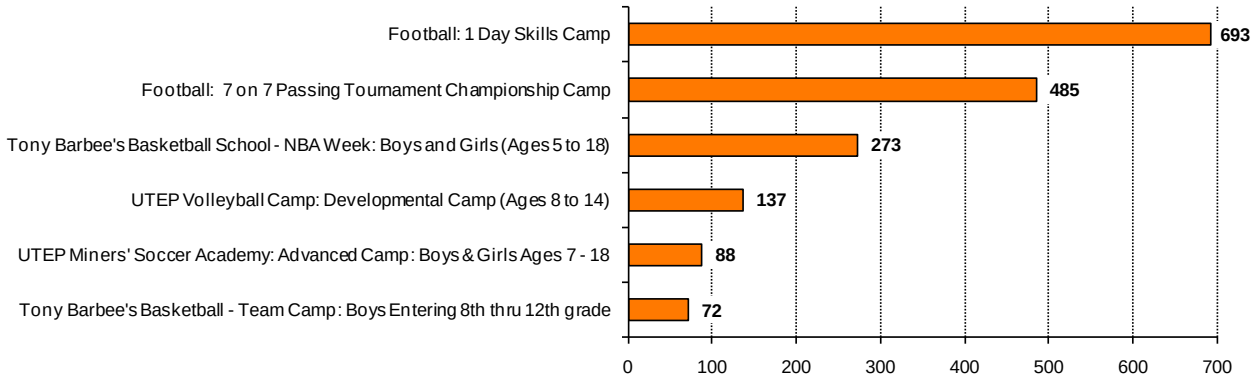
[14] Note that total enrollment is not equivalent to total students as some students may have registered for multiple courses during this time frame. This note applies throughout the remainder of the qualitative analysis.

Figure 54. **Top Enrolling CE – Youth Course Subjects**



Finally, Professional and Public Programs also offered a variety of summer camps during the 2008-2009 school year in conjunction with the Department of Athletics; each camp is directed by university head and assistant coaches. Twenty-eight total camps were offered for 16 different topics, and aggregate enrollment summed to 2,063. The top enrolling summer camp program was the Football One Day Skills Camp, which in addition to being offered at the UTEP campus, was offered at seven other campuses across Texas. *Figure 55* below details additional top enrolling P^3 summer camps.

Figure 55. **Top Enrolling Summer Camps**



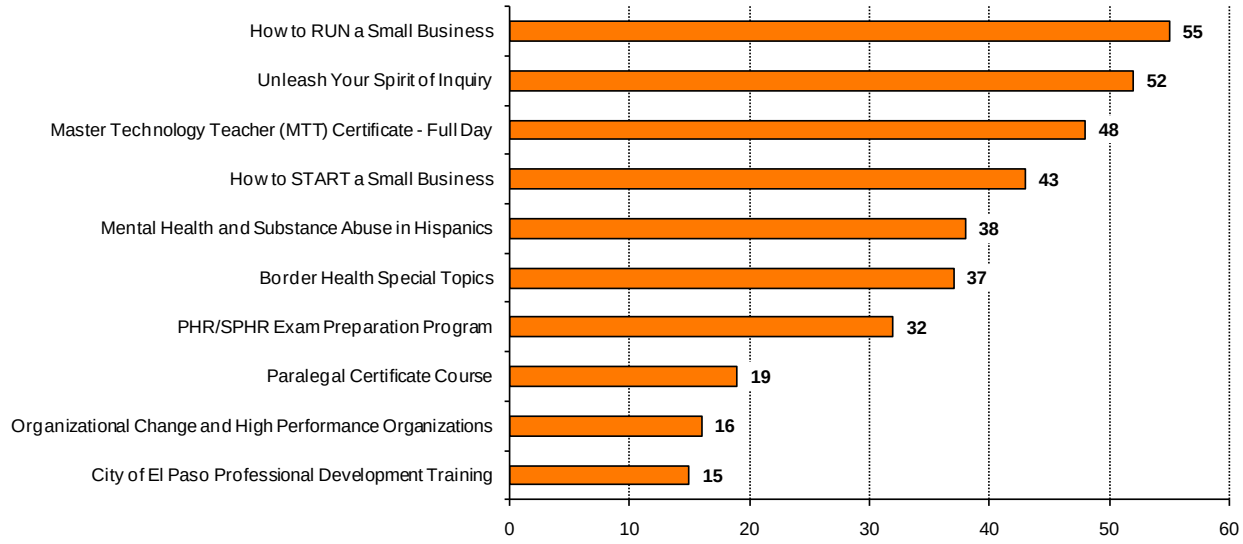
Professional Training and Development

The Professional Training and Development (PT&D) branch of P3 focuses on career assessment, career management and leadership development with the objective of providing individuals with the skills and knowledge necessary to enhance their ability to advance professionally. PT&D offers individuals a variety of professional development and technology training programs, as well as the option for customized training designed to meet the specific needs of the client. The end result of several of these programs is the award of a certificate and/or the accumulation of continuing education units.

During the 2008-2009 school year, 91 PT&D courses were offered by P3 on 55 different topics. The PT&D courses offered over this time frame were responsible for the aggregate enrollment of 553; the top three enrolling course subjects were: (1) How to RUN a Small Business, (2) Unleash Your Spirit of Inquiry, and (3) Master Technology Teacher Certificate (*Figure 56*).

In addition, PT&D offers customized training options for local private and public entities seeking to improve the skill set of their employees. During the 2008-2009 school year, P3 total enrollment summed to 52 for its customized training programs. Program topics included: (1) Microsoft Windows XP, Excel, Word, and Outlook, (2) Microsoft Excel: Introduction 2003, (3) Microsoft Power Point 2007: Advanced, and (4) Microsoft Project 2007: Basic. The nature of these customized training programs indicates a need within the community workforce for basic computer skills and knowledge of day-to-day desktop applications that P3 is equipped to address and fill.

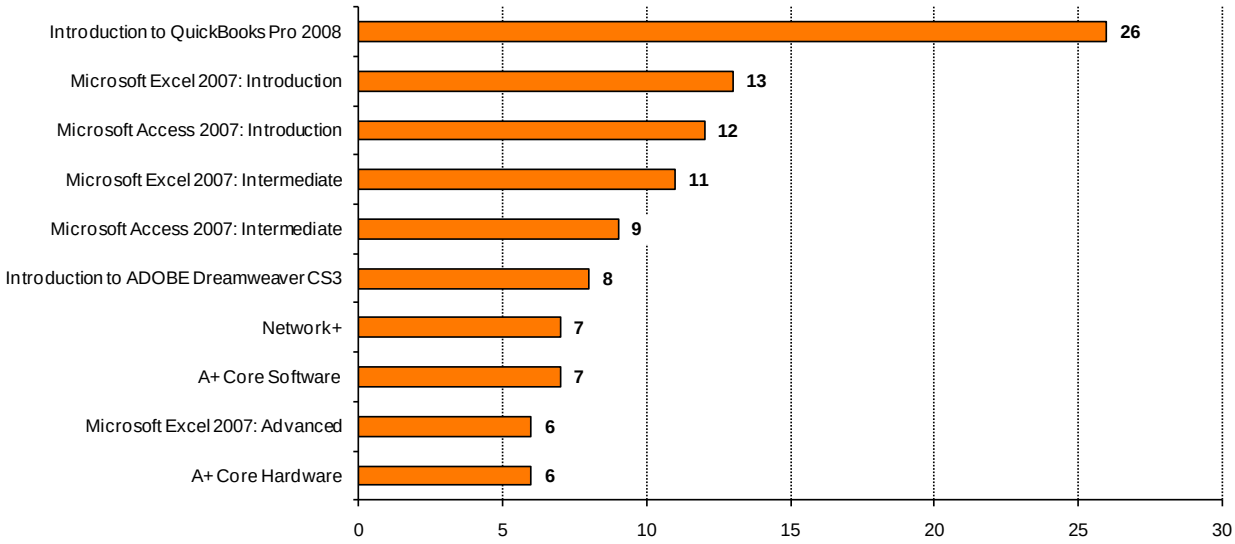
Figure 56. **PT&D Top Enrolling Course Subjects**



Related to PT&D, P3 also offered a variety of technical courses and programs during the 2008-2009 school year. These courses accommodated a wide range of technical skill levels, from students just learning how to use a computer to IT experts expanding their professional opportunities through certification. P3 enrollment was 189 for its technology programs during FY 2009 in 91 courses on 66

different topics. The top enrolling course subject was Introduction to QuickBooks Pro (*Figure 57*). Consistent with inferences made regarding customized training offered by P3, there is a local need for basic computer skills given that five of the top ten enrolling technology course subjects relate to Microsoft Office applications.

Figure 57. **Technology Top Enrolling Course Subjects**



Finally, P3 offers teachers an opportunity to become certified to teach Advanced Placement (AP) courses through its AP Summer Institute. During the 2008-2009 school year, 14 courses were offered through the Institute for 13 subjects. Aggregate enrollment was 289 at $475 dollars per student per class; generating over $137,000 in tuition. The top three enrolling courses were: (1) AP English Language and Composition, (2) AP Spanish Language and Literature, and (3) Pre-AP Math High School. AP certification provides participating teachers not only with the opportunity to help middle and high school students get a head start on their college careers, but also the opportunity to benefit from a pay raise.

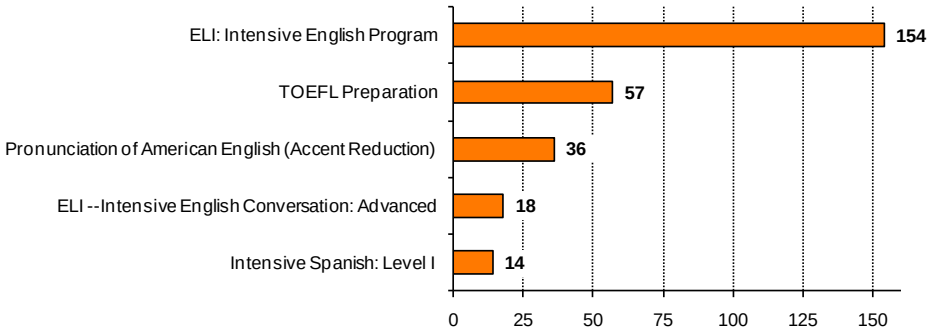
The Language Institute

Additionally, P3 currently houses the Language Institute, a program offering students two options to advance their language skills. Through the English Language Institute (ELI) component, the program is first intended to meet the unique regional need for instruction in English as a second language. In addition, the Institute offers adults and youth the opportunity to learn a variety of languages through its expanded language course selection including Arabic, Chinese, French, Italian, Portuguese, Spanish, Turkish and Sign Language.

During the 2008-2009 school year, the Language Institute offered 49 courses on 32 subjects, with an aggregate enrollment of 464. The top enrolling course subject was overwhelmingly the ELI Intensive

English Program, indicating regional students' need to improve their command of the English language in a relatively short amount of time. Given the location of the El Paso community, this need is not likely to diminish, rendering the Language Institute an important and necessarily permanent fixture within the community. Other top enrolling programs further suggesting the importance of access to English as a Second Language (ESL) training include the TOEFL Preparation course, the Pronunciation of American English (Accent Reduction) course, and the ELI Intensive English Conversation Advanced Level course (*Figure 58*).

Figure 58. **The Language Institute Top Enrolling Course Subjects**

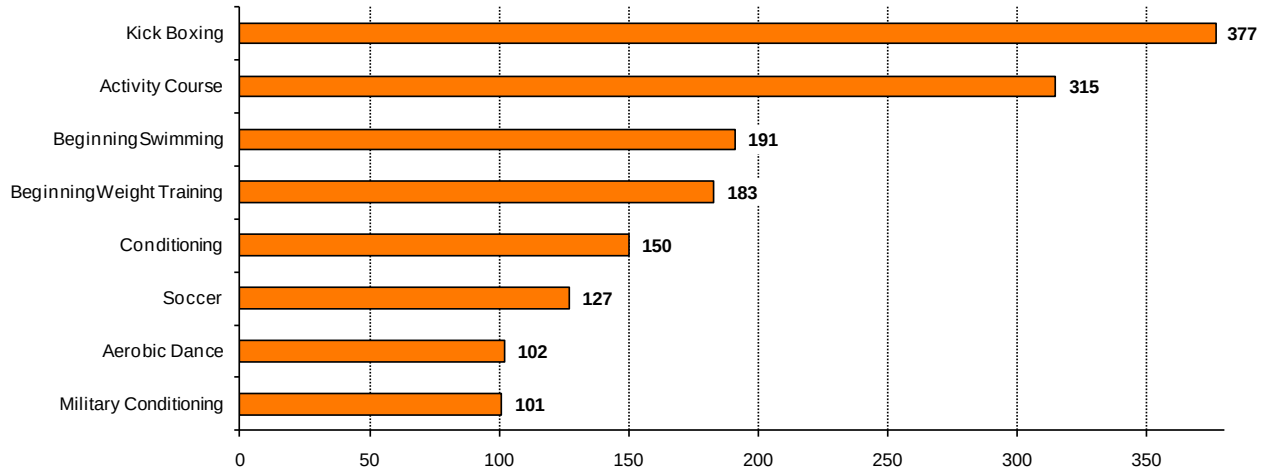


Academic Programs / Distance Learning

During the 2008-2009 school year, P[3] additionally offered college students the opportunity to obtain academic credit through its academic and distance learning programs. Academic programs included courses in Criminal Justice, Physical Education, and Spanish. P[3] offered 13 Criminal Justice courses during this time frame on ten topics, and aggregate enrollment was 271 for a total of 218 student credit hours. In addition, 127 Physical Education courses were offered in 17 subject areas; aggregate enrollment and student credit hours amounted to 1,846. *Figure 59* below details the top enrolling course subjects for Physical Education. Finally, P[3] offered four Spanish courses for academic credit, each in Intermediate Intensive Spanish; enrollment summed to 73 for a total of 219 student credit hours.

During the 2008-2009 school year, P[3] also sought to make academic credit readily available to the relatively large El Paso military population by offering two courses on base. Aggregate course enrollment summed to 30 for 90 total student credit hours. Moreover two distance learning computer information systems courses were offered for academic credit by the organization, enrollment was 56 for 168 total student credit hours. In sum, during the 2008-2009 school year, Professional and Public Programs awarded college students within the El Paso Community 2,541 total credit hours.

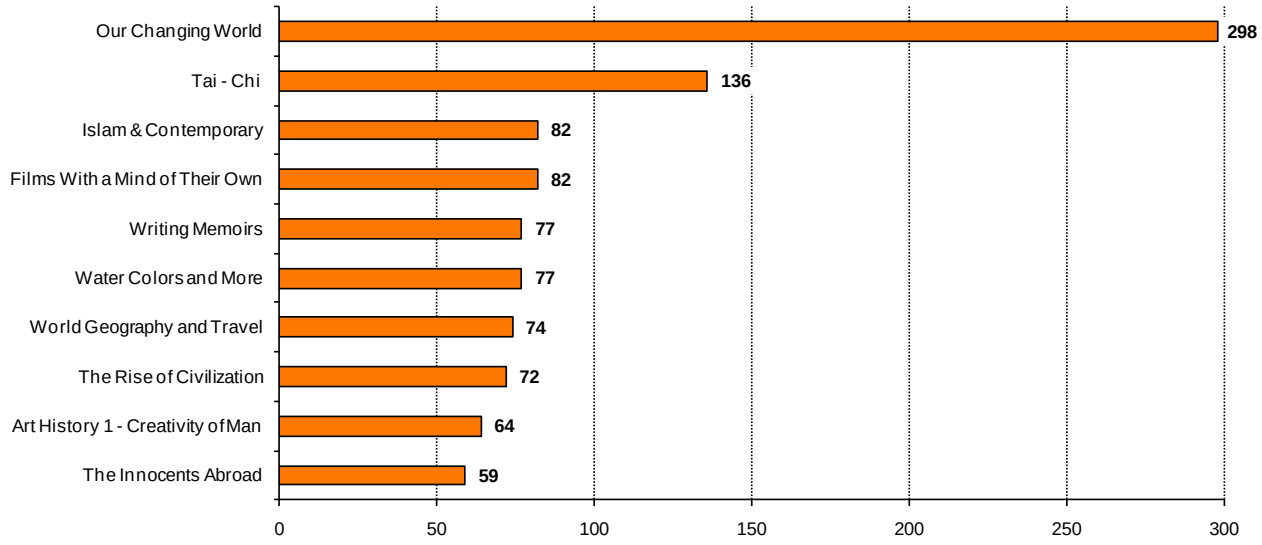
***Figure 59*. Physical Education Top Enrolling Course Subjects**



Osher Lifelong Learning Institute

Finally, P[3] is also home to the Osher Lifelong Learning Institute (OLLI) at the UTEP campus. OLLI at UTEP is one of 119 lifelong learning programs funded across the nation by the Bernard Osher Foundation. OLLI offers non-credit educational programs developed for senior adults within the community seeking to enhance their lives through participation in intellectually stimulating courses and lectures covering a wide variety of academic disciplines. During the 2009-2009 school year, OLLI offered nearly 150 courses and with an aggregate enrollment of over 3,500. *Figure 60* below details the top enrolling workshops. Top enrolling workshops covered a variety of topics, from lectures on contemporary global, national and local issues, to instruction in activities and hobbies such as Tai-Chi, memoir writing, and water colors.

***Figure 60.* OLLI Top-Enrolling Course Subjects**



Appendix A:

Professional Training and Development Survey

Our organization is committed to evaluating success based on the effectiveness of the services we have rendered. Please help us provide you with more effective services in the future by sharing your feedback with us on the following projects/services provided. Your participation in this survey is voluntary and your responses will be kept confidential. We appreciate and value your input.

1) What is the principal reason for enrolling in a professional training and development course?
- **a)** Cost of program
- **b)** Quality of instruction
- **c)** Variety of training programs
- **d)** University affiliation
- **e)** Mode of instruction (e.g. online format, onsite training, etc.)
- **f)** Flexible scheduling
- **g)** Increased community prominence
- **h)** Opportunities for career advancement
- **i)** Increased job performance
- **j)** Personal satisfaction
- **k)** Required by my employer
- **l)** Continuing education units required for professional certification/licensing
- **m)** Networking opportunity
- **n)** Subject Matter
- **o)** Other_____

2) From 2007 to the present, how many professional development/training courses have you taken and completed?
- **a)** 1
- **b)** 2
- **c)** 3
- **d)** 4
- **e)** 5+

3) What kind of professional development/training course(s) did you participate in? (Check all that apply)

- **a)** Accounting
- **b)** CompTIA Certification
- **c)** Health Care
- **d)** Human Resources
- **e)** Leadership
- **f)** Legal Studies
- **g)** Management
- **h)** Microsoft Office
- **i)** Project Management
- **j)** Safety
- **k)** Other_____

4) What would you have done to obtain your training/education had it not been offered as continuing education through UTEP (Check all that apply)?

- **a)** Take online training course
- **b)** Join local professional organizations to enroll in internal training courses
- **c)** Enroll in credit courses (UTEP, EPCC, other)
- **d)** Attend training course offered outside the region
- **e)** Other _____

5) How did you first learn about the professional training and development instruction provided by the University of Texas at El Paso?

- **a)** Direct-mail advertising
- **b)** Colleagues
- **c)** Previous work with P^3
- **d)** Internet/website
- **e)** From my employer
- **f)** Other _____

6) Please rate your level of agreement with the following statements concerning your professional training/developmental education:

a) It was a networking opportunity.

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

b) It increased my community prominence.

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

c) It provided me with opportunities for career advancement.

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

d) It helped increase my job performance.

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

e) It gave me personal satisfaction.

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

f) It was required by my employer.

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

g) The continuing education units were required for professional certification/licensing.

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

h) It afforded me greater marketing/promotional potential.

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

i) It was instrumental for my receiving a pay raise (**If agree also answer Q6j**).

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

6j) If you agreed with "It was instrumental for receiving a pay raise", how much did it increase your salary **annually**? Please provide answer for the relevant year.

i) $1 - $500
ii) $501 - $1,000
iii) $1,001 - $1,500
iv) $1,501 - $2,000
v) $2,001 +

7) Please select your level of agreement with the following statement:

The total benefits (salary, compensation, benefits, etc.) from your continuing education experience have been adequate to justify your investment or your employers' investment?

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

8a) Did your training have any type of effect on your career/professional life?

a) Yes (Go to Q8b)
b) No (Skip to Q9)
c) Not Sure (Skip to Q9)

8b) If yes, Please select your level of agreement with the following statements concerning your continuing education experience

i) Without it, I could not have qualified for my job with my current employer

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

ii) It enhanced my competitiveness for the job I hold with my current employer

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

iii) It led to a promotion or widened possible career paths with my current employer

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

iv) It enhanced breadth, skills, and effectiveness with my current job

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

9a) Given your experience with UTEP Professional Training & Development, do you plan on completing additional training programs?

a) Yes (Skip to Q9.2)
b) No (Proceed to Q9.1)
c) Not sure (Skip to Q10)

9b) If you answered yes, what additional programs do you plan on completing?

i) Accounting
ii) CompTIA Certification
iii) Health Care
iv) Human Resources
v) Leadership
vi) Legal Studies
vii) Management
viii) Microsoft Office
ix) Project Management
x) Safety
xi) Other_____

9c) If you answered no, why not? Please explain.

_____

_____

10a) Would you recommend the professional development/training courses you have completed to others?

a) Yes
b) No

10b) Why? _____

11) For the following questions consider your overall experience with the professional training and development program(s) you took part in at the University of Texas at El Paso

a) On a scale of 1 to 10, where '1' is 'very dissatisfied' and '10 is 'very satisfied', how would you rate your overall satisfaction with the program(s)?

1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○

b) On a scale of 1 to 10, where "1" is "falls short of expectations" and "10" is "exceeds expectations", to what extent has the program(s) met your expectations?

1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○

c) On a scale of 1 to 10, where "1" is "not very close to the ideal" and "10" is "very close to the ideal", how well do you believe the program(s) compare with the "ideal"?

1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○

12) Did your experience in our training programs change your perception of continuing education? (Scale)

- **a)** No, I still have a positive perception
- **b)** Yes, I now have a more positive perception
- **c)** I have the same perception as I did before.
- **d)** No, I still have a negative perception
- **e)** Yes, I now have a more negative perception
- **f)** Don't know

13) What can we do to improve the professional development/training programs?

_____

_____

14) Gender

- **a)** Male
- **b)** Female

15) What year were you born? _____

16) What was the last formal education you completed?

- **a)** Did not go to high school
- **b)** Did not complete high school
- **c)** Some college
- **d)** Associate's degree
- **e)** College graduate
- **f)** Graduate degree
- **g)** Trade/Vocational school

17) What is your ethnic or racial affiliation?

- **a)** Caucasian
- **b)** African-American
- **c)** Hispanic
- **d)** Asian-American
- **e)** Native American
- **f)** Other_____

18) What is your total household income before taxes?

- **a)** $10,000 or Less
- **b)** $10,001- $20,000
- **c)** $20,001- $30,000
- **d)** $30,001- $40,000
- **e)** $40,001- $50,000
- **f)** $50,001- $60,000
- **g)** $60,001- $70,000
- **h)** $70,001- $80,000
- **i)** $80,001- $90,000
- **j)** $90,001- $100,000
- **k)** Over $100,000

Thank you for taking the time to complete this survey. We appreciate your assistance in helping us provide you enhanced services in the future.

Appendix B:

Professional Training and Development Survey Frequencies

Professional Training and Development Programs

FULL SAMPLE:

Q1. What is the principal reason for enrolling in a professional training and development course?

	Frequency	*Valid Percent*
Cost of program	1	1.0
Quality of instruction	4	4.1
Variety of training programs	3	3.1
University affiliation	4	4.1
Mode of instruction (e.g. online format, onsite training, etc.)	1	1.0
Flexible scheduling	4	4.1
Increased community prominence	1	1.0
Opportunities for career advancement	17	17.5
Increased job performance	17	17.5
Personal satisfaction	9	9.3
Required by my employer	9	9.3
Continuing education units required for professional certification/licensing	9	9.3
Networking opportunity	1	1.0
Subject matter	13	13.4
Other	4	4.1
Total	***97***	***100.0***
Missing	5	
Total	***102***	

SELECT IF Q1. IS "OTHER":

Q1atext. Please specify 'other' principal reason.

	Frequency	*Valid Percent*
Valid	*2*	*50.0*
ap courses	1	25.0
updated latest info on subject matter	1	25.0
Total	***4***	***100.0***

FULL SAMPLE:

Q2. From 2007 to the present, how many professional development/training courses have you taken and completed?

	Frequency	*Valid Percent*
1	44	43.6
2	20	19.8
3	13	12.9
4	4	4.0
5+	20	19.8
Total	***101***	***100.0***
Missing	1	
Total	***102***	

FULL SAMPLE:

Q3a. Did you participate in Accounting courses?

	Frequency	*Valid Percent*
Yes	2	100.0
Missing	100	
Total	***102***	

Q3b. Did you participate in CompTIA Certification?

	Frequency	*Valid Percent*
Yes	2	100.0
Missing	100	
Total	***102***	

Q3c. Did you participate in Health Care courses?

	Frequency	*Valid Percent*
Yes	21	100.0
Missing	81	
Total	***102***	

Q3d. Did you participate in Human Resources courses?

	Frequency	*Valid Percent*
Yes	12	100.0
Missing	90	
Total	***102***	

Q3e. Did you participate in Leadership courses?

	Frequency	*Valid Percent*
Yes	16	100.0
Missing	86	
Total	***102***	

Q3f. Did you participate in Legal Studies courses?

	Frequency	*Valid Percent*
Yes	4	100.0
Missing	98	
Total	***102***	

Q3g. Did you participate in Management courses?

	Frequency	*Valid Percent*
Yes	15	100.0
Missing	87	
Total	***102***	

Q3h. Did you participate in Microsoft Office courses?

	Frequency	*Valid Percent*
Yes	4	100.0
Missing	98	
Total	***102***	

Q3i. Did you participate in Project Management courses?

	Frequency	*Valid Percent*
Yes	3	100.0
Missing	99	
Total	***102***	

Q3j. Did you participate in Safety courses?

	Frequency	*Valid Percent*
Yes	4	100.0
Missing	98	
Total	***102***	

Q3k. Did you participate in Other courses?

	Frequency	*Valid Percent*
Yes	48	100.0
Missing	54	
Total	***102***	

SELECT IF Q3. IS "OTHER":

Q3ktext. Please specify 'other' courses you have participated in.

	Frequency	*Valid Percent*
Valid	*12*	*25.0*
.NET Programming, GIS Server	1	2.1
advanced placement	1	2.1
AP Certification	1	2.1
AP French	1	2.1
AP Institute	1	2.1
ap spanish	1	2.1
AP Training for Chemistry	1	2.1
behavioral health	1	2.1
court related	1	2.1
education	3	6.3
Education	3	6.3
Education Advanced Placement	1	2.1
Educational	2	4.2
educational technology	1	2.1
FPC	1	2.1
Grant Writing	1	2.1
language	1	2.1
Library	1	2.1
math	1	2.1
MTT	2	4.2
pap training	1	2.1
Personal Development/small business management	1	2.1
PREAP	1	2.1
PreAp English	1	2.1
Purchasing	1	2.1

review course	1	2.1
Tritraining	1	2.1
Vet. Ass.	1	2.1
Veterinary Assistant 1 Certification	1	2.1
voice over training	1	2.1
Total	***48***	***100.0***

FULL SAMPLE:

Q4a. Would you have taken an online training course to obtain your training/education had it not been offered as continuing education through UTEP?

	Frequency	*Valid Percent*
Yes	28	100.0
Missing	74	
Total	***102***	

Q4b. Would you have joined local professional organizations to enroll in internal training courses to obtain your training/education had it not been offered as continuing education through UTEP?

	Frequency	*Valid Percent*
Yes	9	100.0
Missing	93	
Total	***102***	

Q4c. Would you have enrolled in credit courses (UTEP, EPCC, other) to obtain your training/education had it not been offered as continuing education through UTEP?

	Frequency	*Valid Percent*
Yes	21	100.0
Missing	81	
Total	***102***	

Q4d. Would you have attended training courses offered outside the region to obtain your training/education had it not been offered as continuing education through UTEP?

	Frequency	*Valid Percent*
Yes	40	100.0
Missing	62	
Total	***102***	

Q4e. Would you have done something 'other' to obtain your training/education had it not been offered as continuing education through UTEP?

	Frequency	*Valid Percent*
Yes	14	100.0
Missing	88	
Total	***102***	

SELECT IF Q4E. IS "YES":

Q4etext. Please specify what 'other' thing you would have done to obtain your training/education had it not been offered as continuing education through UTEP?

	Frequency	*Valid Percent*
Valid	*8*	*57.1*
OJT	1	7.1
probably not persued it	1	7.1
studied on my own	1	7.1
would not have taken anything	1	7.1
wouldnt have done it	1	7.1

YISD Professional Development	1	7.1
Total	***14***	***100.0***

FULL SAMPLE:

Q5. How did you first learn about the professional training and development instruction provided by the University of Texas at El Paso?

	Frequency	*Valid Percent*
Direct mail advertising	27	28.1
Colleagues	13	13.5
Previous work with P3	6	6.3
Internet/website	7	7.3
From my employer	31	32.3
Other	12	12.5
Total	***96***	***100.0***
Missing	6	
Total	***102***	

SELECT IF Q5. IS "OTHER":

Q5text. Please specify the 'other' way you first learned about the professional training and development instruction provided by the University of Texas at El Paso.

	Frequency	*Valid Percent*
Valid	*3*	*25.0*
College Board	1	8.3
family	1	8.3
from a previous instructor	1	8.3
I dont remember, Ive known about it for many years.	1	8.3
Newpaper	1	8.3
newspaper	3	25.0
Picked up one of the PACE magazines with courses listed	1	8.3
Total	***12***	***100.0***

Professional and Personal Effects of Professional Training and Development Programs

FULL SAMPLE:

Q6a. The professional training/development education was a networking opportunity.

	Frequency	*Valid Percent*
Strongly disagree	5	5.4
Somewhat disagree	10	10.9
Neutral	17	18.5
Somewhat agree	22	23.9
Strongly agree	33	35.9
Not sure/Does not apply	5	5.4
Total	***92***	***100.0***
Missing	10	
Total	***102***	

Q6b. The professional training/development education increased my community prominence.

	Frequency	*Valid Percent*
Strongly disagree	10	11.5
Somewhat disagree	14	16.1
Neutral	27	31.0
Somewhat agree	12	13.8
Strongly agree	13	14.9
Not sure/Does not apply	11	12.6
Total	***87***	***100.0***
Missing	15	
Total	***102***	

Q6c. The professional training/development education provided me with the opportunities for career advancement.

	Frequency	*Valid Percent*
Strongly disagree	4	4.5
Somewhat disagree	10	11.2
Neutral	18	20.2
Somewhat agree	25	28.1
Strongly agree	29	32.6
Not sure/Does not apply	3	3.4
Total	***89***	***100.0***
Missing	13	
Total	***102***	

Q6d. The professional training/development education increased my job performance.

	Frequency	*Valid Percent*
Strongly disagree	2	2.2
Somewhat disagree	5	5.6
Neutral	12	13.3
Somewhat agree	24	26.7
Strongly agree	42	46.7
Not sure/Does not apply	5	5.6
Total	***90***	***100.0***
Missing	12	
Total	***102***	

Q6e. The professional training/development education gave me personal satisfaction.

	Frequency	*Valid Percent*
Strongly disagree	3	3.4
Somewhat disagree	1	1.1
Neutral	3	3.4
Somewhat agree	23	26.1
Strongly agree	56	63.6
Not sure/Does not apply	2	2.3
Total	***88***	***100.0***
Missing	14	
Total	***102***	

Q6f. The professional training/development education was required by my employer.

	Frequency	*Valid Percent*
Strongly disagree	19	21.6
Somewhat disagree	2	2.3
Neutral	16	18.2
Somewhat agree	13	14.8
Strongly agree	18	20.5
Not sure/Does not apply	20	22.7
Total	***88***	***100.0***
Missing	14	
Total	***102***	

Q6g. The professional training/development education units were required for professional certification/licensing.

	Frequency	*Valid Percent*
Strongly disagree	19	21.3
Somewhat disagree	5	5.6
Neutral	16	18.0
Somewhat agree	6	6.7
Strongly agree	23	25.8
Not sure/Does not apply	20	22.5
Total	***89***	***100.0***
Missing	13	
Total	***102***	

Q6h. The professional training/development education afforded me greater marketing/promotional potential.

	Frequency	*Valid Percent*
Strongly disagree	9	10.1
Somewhat disagree	7	7.9
Neutral	18	20.2
Somewhat agree	15	16.9
Strongly agree	28	31.5
Not sure/Does not apply	12	13.5
Total	***89***	***100.0***
Missing	13	
Total	***102***	

Q6i. The professional training/development education was instrumental for my receiving a pay raise.

	Frequency	*Valid Percent*
Strongly disagree	33	36.7
Somewhat disagree	4	4.4
Neutral	15	16.7
Somewhat agree	3	3.3
Strongly agree	6	6.7
Not sure/Does not apply	29	32.2
Total	***90***	***100.0***
Missing	12	
Total	***102***	

SELECT IF Q6I. IS "NEUTRAL", "SOMEWHAT AGREE", "STRONGLY AGREE", OR "NOT SURE/DOES NOT APPLY":

Q6j. If you agreed with "It was instrumental for receiving a pay raise", how much did it increase your salary annually?

	Frequency	*Valid Percent*
$1 - $500	29	78.4
$1,001 - $1,500	2	5.4
$1,501 - $2,000	3	8.1
$2,000 +	3	8.1
Total	***37***	***100.0***
Missing	16	
Total	***53***	

FULL SAMPLE:

Q7. Please select your level of agreement with the following statement: The total benefits (salary, compensation, benefits, etc.) from your continuing education experience have been adequate to justify your investment or your employers' investment.

	Frequency	*Valid Percent*
Strongly disagree	17	18.5
Somewhat disagree	2	2.2
Neutral	20	21.7
Somewhat agree	21	22.8
Strongly agree	22	23.9
Not sure/Does not apply	10	10.9
Total	***92***	***100.0***
Missing	10	
Total	***102***	

FULL SAMPLE:

Q8a. Did your training have any type of effect on your career/professional life?

	Frequency	*Valid Percent*
Yes	57	62.0
No	19	20.7
Not sure	16	17.4
Total	***92***	***100.0***
Missing	10	
Total	***102***	

SELECT IF Q8A. IS "YES":

Q8bi. Without the continuing education experience, I could not have qualified for my job with my current employer.

	Frequency	*Valid Percent*
Strongly disagree	14	25.0
Somewhat disagree	7	12.5
Neutral	8	14.3
Somewhat agree	8	14.3
Strongly agree	8	14.3
Not sure/Does not apply	11	19.6
Total	***56***	***100.0***
Missing	1	
Total	***57***	

Q8bii. My continuing education experience enhanced my competitiveness for the job I hold with my current employer.

	Frequency	*Valid Percent*
Strongly disagree	4	7.1
Somewhat disagree	2	3.6
Neutral	6	10.7
Somewhat agree	22	39.3
Strongly agree	17	30.4
Not sure/Does not apply	5	8.9
Total	***56***	***100.0***
Missing	1	
Total	***57***	

Q8biii. My continuing education experience led to a promotion or widened possible career paths with my current employer.

	Frequency	*Valid Percent*
Strongly disagree	7	13.0
Somewhat disagree	3	5.6
Neutral	12	22.2
Somewhat agree	15	27.8
Strongly agree	9	16.7
Not sure/Does not apply	8	14.8
Total	***54***	***100.0***
Missing	3	
Total	***57***	

Q8biv. My continuing education experience enhanced breadth, skills, and effectiveness with my current job.

	Frequency	*Valid Percent*
Strongly disagree	1	1.9
Somewhat disagree	1	1.9
Neutral	2	3.7
Somewhat agree	18	33.3
Strongly agree	31	57.4
Not sure/Does not apply	1	1.9
Total	***54***	***100.0***
Missing	3	
Total	***57***	

Future Plans with Professional Training and Development Programs

FULL SAMPLE:

Q9a. Given your experience with UTEP Professional Training & Development, do you plan on completing additional training programs?

	Frequency	*Valid Percent*
Yes	47	67.1
No	7	10.0
Not sure	16	22.9
Total	***70***	***100.0***
Missing	32	
Total	***102***	

SELECT IF Q9A. IS "YES":

Q9b1. Do you plan on completing an Accounting program?

	Frequency	*Valid Percent*
Yes	1	100.0
Missing	46	
Total	***47***	

Q9b2. Do you plan on completing CompTIA Certification?

	Frequency	*Valid Percent*
Yes	3	100.0
Missing	44	
Total	***47***	

Q9b3. Do you plan on completing a Health Care program?

	Frequency	*Valid Percent*
Yes	6	100.0
Missing	41	
Total	***47***	

Q9b4. Do you plan on completing a Human Resources program?

	Frequency	*Valid Percent*
Yes	4	100.0
Missing	43	
Total	***47***	

Q9b5. Do you plan on completing a Leadership program?

	Frequency	*Valid Percent*
Yes	14	100.0
Missing	33	
Total	***47***	

Q9b6. Do you plan on completing a Legal Studies program?

	Frequency	*Valid Percent*
Yes	5	100.0
Missing	42	
Total	***47***	

Q9b7. Do you plan on completing a Management program?

	Frequency	*Valid Percent*
Yes	7	100.0
Missing	40	
Total	***47***	

Q9b8. Do you plan on completing a Microsoft Office program?

	Frequency	*Valid Percent*
Yes	2	100.0
Missing	45	
Total	***47***	

Q9b9. Do you plan on completing a Project Management program?

	Frequency	*Valid Percent*
Yes	6	100.0
Missing	41	
Total	***47***	

Q9b10. Do you plan on completing a Safety program?

	Frequency	*Valid Percent*
Yes	0	0.0
Missing	47	
Total	***47***	

Q9b11. Do you plan on completing another program?

	Frequency	*Valid Percent*
Yes	18	100.0
Missing	29	
Total	***47***	

SELECT IF Q9B. IS "OTHER":

Q9b11text. Please specify what 'other' program you plan on completing.

	Frequency	*Valid Percent*
Valid	*6*	*33.3*
Additional grant writing courses.	1	5.6
behaviorial health	1	5.6
college board AP training	1	5.6
education	1	5.6
Education	1	5.6
Education PreAP AP, ELA, middle and high school programs	1	5.6
Educational	1	5.6
Language	1	5.6
math	1	5.6
more .NET programming if it were offerred	1	5.6
Other Grantwriting classes	1	5.6
social work	1	5.6
Total	***18***	***100.0***

SELECT IF Q9A. IS "NO":

Q9ctext. Why would do you not plan on completing additional training programs?

	Frequency	*Valid Percent*
Valid	*2*	*28.6*
It was not what was promised	1	14.3
never recieved my placement hours through program. Vey poorly managed.	1	14.3
Not worth the cost at all; not worth the hassel.	1	14.3
THE PRACTICE METHOD, HANDS ON COMPUTER TEACHER, DID A VERY POOR JOB	1	14.3
though I was one of the few who actually passed the class and completed all the requirements I did not feel that I was truly prepared for the state license exam.	1	14.3
Total	***7***	***100.0***

Satisfaction with Professional Training and Development Programs

FULL SAMPLE:

Q10a. Would you recommend the professional developoment/training courses you have completed to others?

	Frequency	*Valid Percent*
Yes	61	87.1
No	9	12.9
Total	***70***	***100.0***
Missing	32	
Total	***102***	

SELECT IF Q10A. IS "YES":

Q10btext. Why would you recommend the courses?

	Frequency	*Valid Percent*
Valid	*13*	*21.3*
All learning improves the performance and affects others.	1	1.6
Apart from returning to school for a degree, this is pretty much the best choice for a legitimate education. More than that, you offer courses for midcareer professionals, especially useful certifications.	1	1.6
Because I believe that they worthy, and courses are necessary as professional development.	1	1.6
because it brings in new training and skills that can help you perform your duties effectively	1	1.6
Because it helps me in my profession as a teacher to be updated, with all the new current events in the AP exams.	1	1.6
because it was helpfull	1	1.6

Course kept interest but relating material to students has proven difficult.	1	1.6
credentials of the instructors	1	1.6
excellent content	1	1.6
Flexible, competitive, well implemented.	1	1.6
Fun, informative, and interesting.	1	1.6
gAINING KNOWLEDGE IN AREAS THAT ARE OF INTEREST TO YOU IS ALWAYS A PRUDENT WAY TO GIVE YOURSELF THE EDGE ON THE COMPETITION.	1	1.6
Good Content	1	1.6
Good information, alot of valid information, flexible scheduling... work at own pace, and credit CEUs. As my first online course, it was an excellent class, presented in progression and included basics, which were explained.	1	1.6
Great information and have been able to learn a great deal.	1	1.6
great networking and learning oppotunity	1	1.6
I appreciated the classroom experience for learning this type of information and in preparation for the certification exam I would recommend that to anyone who is planning on taking a certification exam.	1	1.6
I liked the fact that it was close to home. I enjoyed the coarse because it offered a variety of ways of how to reach students. Very good ideas.	1	1.6
I received valuable information from the course I completed. Thank you.	1	1.6
I was able to complete the course at my own pace. It was a very informative course and it vastly increased my knowledge of Gerontology.	1	1.6
I was provided with lots of beneficial information and things I can take back to the classroom.	1	1.6
If the course was taught by the same instructor, I would definitely recommend it She was AMAZING and inspired me to try new things in my own classroom...and at this stage of the game, I need all of the inspiration that I can get	1	1.6
IN MY OPINION OF THE LEADERSHIP COURSES WAS GREAT, DINAMIC , VERY SPECIFIC, TOO INTERSTING TOPICS, A LOT OF CONFIDENCE. IN OTHER WORDS I WAS HONOR TO TAKE THIS COURSE AND I WLL RECOMMENDED VERY MUCH.	1	1.6
Insightful	1	1.6
It assisted me in building my business	1	1.6
It brings understanding on how to deal with others in a more professional manner.	1	1.6
It increased my Professional Confidence	1	1.6
It is a good start in the veterinary field. Not a lot of people know just what goes on. You are given a better idea of what is required to accomplish the job prior to the externship.	1	1.6
Its very detailed info, flexible hours; reasonable cost	1	1.6
Mona, our presenter was an excellent instructor.	1	1.6
offered greater promotional potential	1	1.6
PreAp Institute opened a whole new world of teaching English. As a first year PreAp teacher the course provided confidence and quality instruction to implement in my classroom.	1	1.6
Quality and price	1	1.6
Some exercises and ideas are useful in the AP classroom setting.	1	1.6

Strong relevance of materials presented to my profession.	1	1.6
The classroom setting provides a real opportunity for learning as opposed to an online course.	1	1.6
The course offers an insight into what is occurring within education right now within different core subjects.	1	1.6
The course was very thorough and currentwith todays trends.	1	1.6
The instructor was very informative and thorough.	1	1.6
The instructors are excellent.	1	1.6
The M	1	1.6
The Saturday format allowed me to continue with work while getting the training.	1	1.6
The trainer was great He was insightful, motivating and gave a variety of resources to use with my classes. I would recommend it to any teacher teaching Chemistry, even if they are not enrolled to teach Advance Placement classes.	1	1.6
Their format is comprehensible and useful to those willing to learn.	1	1.6
they add value to the individual	1	1.6
They are good quality courses.	1	1.6
They are not only career enhancing but also invaluable in making you more professional in the execution of your academic duties.	1	1.6
very interesting	1	1.6
Total	***61***	***100.0***

SELECT IF Q10A. IS "NO":

Q10ctext. Why would you not recommend the courses to others?

	Frequency	*Valid Percent*
Valid	*1*	*11.1*
Cost, facilities, parking especilly on Saturday, little benefit and another fee for the last test	1	11.1
Did not Deliver	1	11.1
not organized	1	11.1
Parking	1	11.1
POOR QUALITY	1	11.1
The 5 day MTT class was not enough to prepare me for the MTT state exam.	1	11.1
the fast pace and required memorization in such a short period are not a trait most older students posses.	1	11.1
UTEP professors who taught during the sessions were rude. The EPISD staff members who taught during the sessions were much better prepared and able to deal with professionals who were taking courses.	1	11.1
Total	***9***	***100.0***

FULL SAMPLE:

Q11a. On a scale of 1 to 10, where '1' is 'very dissatisfied' and '10' is 'very satified', how would you rate your overall satisfaction with the program(s)?

	Frequency	*Valid Percent*
1	2	2.9
2	1	1.4
3	1	1.4
4	2	2.9
5	3	4.3
6	2	2.9
7	7	10.1
8	16	23.2
9	12	17.4
10	23	33.3
Total	***69***	***100.0***
Missing	33	
Total	***102***	

Q11b. On a scale of 1 to 10, where '1' is 'falls short of expectations' and '10' is 'exceeds expectations', to what extent has the program(s) met your expectations?

	Frequency	*Valid Percent*
1	4	5.8
2	0	0.0
3	1	1.4
4	2	2.9
5	4	5.8
6	3	4.3
7	7	10.1
8	16	23.2
9	19	27.5
10	13	18.8
Total	***69***	***100.0***
Missing	33	
Total	***102***	

Q11c. On a scale of 1 to 10, where '1' is 'not very close to the ideal' and '10' is 'very close to the ideal', how well do you believe the program(s) compare with the ideal?

	Frequency	*Valid Percent*
1	3	4.3
2	2	2.9
3	1	1.4
4	2	2.9
5	6	8.7
6	2	2.9
7	10	14.5
8	14	20.3
9	17	24.6
10	12	17.4
Total	***69***	***100.0***
Missing	33	
Total	***102***	

FULL SAMPLE:

Q12. Did your experience in our training programs change your perception of continuing education?

	Frequency	*Valid Percent*
No, I still have a positive	27	39.7
Yes, I now have a more	22	32.4
I have the same perception	12	17.6
No, I still have a negative	0	0.0
Yes, I now have a more	5	7.4
Don't know	2	2.9
Total	***68***	***100.0***
Missing	34	
Total	***102***	

FULL SAMPLE:

Q13. What can we do to improve the professional development/training programs?

	Frequency	*Valid Percent*
Valid	*64*	*62.7*
1. When I took the .NET Programming class, none of the classroom computers had the software needed for the class. This not inspire confidence. When you offer a new course part of the preparation should be to ensure that the software is installe	1	1.0
Better communication with students once they have signed up for the course. It took a long time to get the certificate of completion from the University.	1	1.0
Bringing qualified presenters.	1	1.0
concentrate on actual topics that can enhance work performance and less theory, less homework. Topics such as:Dealing with difficult patrons, Dealing with difficult staff, employee counseling, Communication skills, HR policies, performance evaluation.	1	1.0
Continue providing relevant courses and flexible time schedules. Good and knowledgeable instructors are a must	1	1.0
Continue to offer Saturday classes. Classes on a week night after having worked all day and possibly commuting, makes for a very long day.	1	1.0
deliver on what you promise. Make it more user friendly like the flyer says.	1	1.0
have it not on your crowded dated campus and reduce costs and dated materials	1	1.0
Have more computers accessable to professionals atending your training programs. We had 10 computers for a group of 35 students not very organize. Do not combine two classes in one PLEASE. Ap Spanish language and Ap Spanish Literature	1	1.0
I like how the programs works for now, so I see no need for improvements as of now.	1	1.0
include a glossary I thought some of the discussion would be like a webcast where you could text or live mic questionsdiscussion... It is very time consuming to READ everything in the discussion area. Maybe there could be a keyword sort	1	1.0
Instead of on line grant writing courses consider those with an actual live instructor.	1	1.0
It was great as it was. I enjoyed it and learned a lot. Would have preferred mor	1	1.0
keep it affordable and avaiable	1	1.0
Keep the class size to a minimum if at all possible, this provided the opportunity for one on one instruction with the facilitator.	1	1.0
LOWER THE COST OF THE COURSES	1	1.0
Make sure that attendees are enrolled in the correct course for PAP and AP Language or Literature courses. Mixed audiences does not work well. Each level should have its own class and separate materials.	1	1.0
More examples of theory applied to real students. To see shortcomings and success.	1	1.0
More organized More staff Larger classroomGet the numbers from the College Board. Offer fooddining for facilitators All other universities do. AP training 2009 summer did not offer for College Board facilitators.	1	1.0
more parking	1	1.0
More promotion.	1	1.0

My course was fine the way it was. My only physical complaint was that the room, in which the course was held, was too warm. We were all quite uncomfortable, including the facilitator.	1	1.0
My experience was a very positive one and I honestly do not know what could have made it any better	1	1.0
Needed to be longer, more organized, more content, more clearly defined.	1	1.0
Needs no improvement. I would like to see Pharmacy Technician course offered thru this program and a certification review for the boards.	1	1.0
nothing.	1	1.0
Offer more certification programs.	1	1.0
offer them more often, flexibility of scheduling	1	1.0
parking	1	1.0
Perhaps offer a chat room opportunity for those looking to network with other individuals in those course areas. the students choose to enter or not. We were warned not to include our state or where we worked. Its hard to find a team, or find	1	1.0
PROVIDE BETTER TEACHERS	1	1.0
shorter classes	1	1.0
social work treatment in border	1	1.0
They are very flexible but maybe offer more.	1	1.0
UNKNOWN	1	1.0
vary session times.	1	1.0
We did have problems with the facility it was summer and the air was not working. Snacks were provided which was great. The size of the room was adequate. I was happy overall	1	1.0
You can make the classess smaller. I went to one this past summer, and we were too many students for one professor, trying to teach two differnt things at the same time. It was hard for her. This was APSpanish Language, and APSpanish literature together.	1	1.0
Total	***102***	***100.0***

Demographics

FULL SAMPLE:

Q14. Gender

	Frequency	*Valid Percent*
Male	19	28.4
Female	48	71.6
Total	***67***	***100.0***
Missing	35	
Total	***102***	

Q15. Age Cohorts (Recode Q15.)

	Frequency	*Valid Percent*
18 - 24	1	1.6
25 - 34	8	12.9
35 - 44	17	27.4
45 - 54	21	33.9
55 - 64	13	21.0
65 +	2	3.2
Total	***62***	***100.0***
Missing	40	
Total	***102***	

Q16. What was the last formal education you completed?

	Frequency	*Valid Percent*
Some college	8	11.8
Associate's degree	5	7.4
College graduate	26	38.2
Graduate degree	27	39.7
Trade/Vocational school	2	2.9
Total	***68***	***100.0***
Missing	34	
Total	***102***	

Q17. What is your ethnic or racial affiliation?

	Frequency	*Valid Percent*
Caucasion	22	34.4
African - American	1	1.6
Hispanic	40	62.5
Other	1	1.6
Total	***64***	***100.0***
Missing	38	
Total	***102***	

SELECT IF Q17. IS "OTHER":

Q17text. Please specify your 'other' ethnic or racial affiliation.

	Frequency	*Valid Percent*
Valid	*100*	*98.0*
Do you know Hispanics are Caucasians	1	1.0
WhiteHispanic	1	1.0
Total	***102***	***100.0***

FULL SAMPLE:

Q18. What is your total household income before taxes?

	Frequency	*Valid Percent*
$10,000 or less	1	1.6
$10,001 - $20,000	1	1.6
$20,001 - $30,000	1	1.6
$30,001 - $40,000	3	4.8
$40,001 - $50,000	7	11.3
$50,001 - $60,000	14	22.6
$60,001 - $70,000	7	11.3
$70,001 - $80,000	3	4.8
$80,001 - $90,000	7	11.3
$90,001 - $100,000	3	4.8
Over $100,000	15	24.2
Total	***62***	***100.0***
Missing	40	
Total	***102***	

Appendix C:

Community Enrichment Survey

Our organization is committed to evaluating success based on the effectiveness of the services we have rendered. Please help us provide you with more effective services in the future by sharing your feedback with us on the following projects/services provided. Your participation in this survey is voluntary and your responses will be kept confidential. We appreciate and value your input.

1) What is the principal reason for enrolling in a community enrichment course?
- **a)** Cost of program
- **b)** Quality of instruction
- **c)** Variety of training programs
- **d)** University affiliation
- **e)** Mode of instruction (e.g. online format, onsite training, etc.)
- **f)** Flexible scheduling
- **g)** Increased community prominence
- **h)** Opportunities for career advancement
- **i)** Increased job performance
- **j)** Personal satisfaction
- **k)** Required by my employer
- **l)** Continuing education units required for professional certification/licensing
- **m)** Networking opportunity
- **n)** Subject Matter
- **o)** Other_____

2) From 2007 to the present, how many community enrichment courses have you taken and completed?
- **a)** 1
- **b)** 2
- **c)** 3
- **d)** 4
- **e)** 5+

3) What kind of community enrichment course(s) did you participate in? (Check all that apply)
- **a)** Foreign Language
- **b)** Art/Performing Art
- **c)** Fitness
- **d)** Math and Sciences
- **e)** Reading/Writing
- **f)** Home & Garden
- **g)** Legal Studies
- **h)** Mind & Body
- **i)** Financial Management
- **j)** Real Estate
- **k)** Other_____

4) What would you have done to obtain your continuing education had it not been offered as Professional & Public Programs at UTEP (Check all that apply)?
- **a)** Take online training course
- **b)** Join local organizations to participate in their activities
- **c)** Enroll in credit courses (UTEP, EPCC, other)
- **d)** Attend training course offered outside the region
- **e)** Other _____

5) How did you first learn about the community enrichment instruction provided by the University of Texas at El Paso?
- **a)** Direct-mail advertising
- **b)** Colleagues
- **c)** Previous work with P^3
- **d)** Internet/website
- **e)** From my employer
- **f)** Other _____

6a) Did your continuing education have any type of effect on your career/professional life?
- **a)** Yes (Go to Q6a1)
- **b)** No (Skip to Q7)
- **c)** Not Sure (Skip to Q7)

6b) If yes, Please select your level of agreement with the following statements concerning your continuing education experience.

i) Without it, I could not have qualified for my job with my current employer.

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

ii) It enhanced my competitiveness for the job I hold with my current employer.

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

iii) It led to a promotion or widened possible career paths with my current employer.

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

iv) It enhanced breadth, skills, and effectiveness with my current job.

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

7a) Given your experience with UTEP Community Enrichment, do you plan on completing additional enrichment programs?

a) Yes (Skip to Q7.2)
b) No (Proceed to Q7.1)
c) Not sure (Skip to Q10)

7b) If you answered yes, what additional kind of programs do you plan on completing?

i) Foreign Language
ii) Art/Performing Art
iii) Fitness
iv) Math and Sciences
v) Reading/Writing
vi) Home & Garden
vii) Legal Studies
viii) Mind & Body
ix) Financial Management
x) Real Estate
xi) Other_____

7c) If you answered no, why not? Please explain.

_____

_____

8a) Would you recommend the community enrichment courses you have completed to others?

a) Yes
b) No

8b) Why? _____

9) For the following questions consider your overall experience with the community enrichment program(s) you took part in at the University of Texas at El Paso

a) On a scale of 1 to 10, where '1' is 'very dissatisfied' and '10 is 'very satisfied', how would you rate your overall satisfaction with the program(s)?

1	2	3	4	5	6	7	8	9	10
O	O	O	O	O	O	O	O	O	O

b) On a scale of 1 to 10, where "1" is "falls short of expectations" and "10" is "exceeds expectations", to what extent has the program(s) met your expectations?

1	2	3	4	5	6	7	8	9	10
O	O	O	O	O	O	O	O	O	O

c) On a scale of 1 to 10, where "1" is "not very close to the ideal" and "10" is "very close to the ideal", how well do you believe the program(s) compare with the "ideal"?

1	2	3	4	5	6	7	8	9	10
O	O	O	O	O	O	O	O	O	O

d) It gave me personal satisfaction

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Not Sure / Does Not Apply
O	O	O	O	O	O

10) Did your experience in our enrichment programs change your perception of continuing education? (Scale)

a) No, I still have a positive perception
b) Yes, I now have a more positive perception
c) I have the same perception as I did before.
d) No, I still have a negative perception
e) Yes, I now have a more negative perception
f) Don't know

11) What can we do to improve the community enrichment programs?

_____

_____

12) Gender

a) Male
b) Female

13) What year were you born? _____

14) What was the last formal education you completed?

- **a)** Did not go to high school
- **b)** Did not complete high school
- **c)** Some college
- **d)** Associate's degree
- **e)** College graduate
- **f)** Graduate degree
- **g)** Trade/Vocational school

15) What is your ethnic or racial affiliation?

- **a)** Caucasian
- **b)** African-American
- **c)** Hispanic
- **d)** Asian-American
- **e)** Native American
- **f)** Other_____

16) What is your total household income before taxes?

- **a)** $10,000 or Less
- **b)** $10,001- $20,000
- **c)** $20,001- $30,000
- **d)** $30,001- $40,000
- **e)** $40,001- $50,000
- **f)** $50,001- $60,000
- **g)** $60,001- $70,000
- **h)** $70,001- $80,000
- **i)** $80,001- $90,000
- **j)** $90,001- $100,000
- **k)** Over $100,000

Thank you for taking the time to complete this survey. We appreciate your assistance in helping us provide you enhanced services in the future.

Appendix D:

Community Enrichment Survey Frequencies

Community Enrichment Programs

FULL SAMPLE:

Q1. What is the principal reason for enrolling in a community enrichment course?

	Frequency	*Valid Percent*
Cost of program	26	7.3
Quality of instruction	25	7.0
Variety of training programs	33	9.3
University affiliation	3	0.8
Mode of instruction (e.g. online format, onsite training, etc.)	1	0.3
Flexible scheduling	14	3.9
Opportunities for career advancement	17	4.8
Increased job performance	9	2.5
Personal satisfaction	146	41.1
Required by my employer	5	1.4
Continuing education units required for professional certification/licensing	8	2.3
Networking opportunity	1	0.3
Subject matter	56	15.8
Other	11	3.1
Total	***355***	***100.0***
Missing	7	
Total	***362***	

SELECT IF Q1. IS "OTHER":

Q1atext. Please specify 'other' principal reason.

	Frequency	*Valid Percent*
Valid	*3*	*27.3*
Interesting subject and low cost	1	9.1
Just to check it out.	1	9.1
kid friendly	1	9.1
Personal	1	9.1
physical fitness	1	9.1
repaid from the V.A.	1	9.1
the time class is offered	1	9.1
very good Spanish teacher	1	9.1
Total	***11***	***100.0***

FULL SAMPLE:

Q2. From 2007 to the present, how many community enrichment courses have you taken and completed?

	Frequency	*Valid Percent*
1	134	38.6
2	78	22.5
3	54	15.6
4	26	7.5
5+	55	15.9
Total	347	100.0
Missing	15	
Total	***362***	

FULL SAMPLE:

Q3a. Did you participate in a Foreign Language course?

	Frequency	*Valid Percent*
Yes	57	100.0
Missing	305	
Total	***362***	

Q3b. Did you participate in an Art/Performing Art course?

	Frequency	*Valid Percent*
Yes	55	100.0
Missing	307	
Total	***362***	

Q3c. Did you participate in a Fitness course?

	Frequency	*Valid Percent*
Yes	157	100.0
Missing	205	
Total	***362***	

Q3d. Did you participate in a Math and Sciences course?

	Frequency	*Valid Percent*
Yes	13	100.0
Missing	349	
Total	***362***	

Q3e. Did you participate in a Reading/Writing course?

	Frequency	*Valid Percent*
Yes	26	100.0
Missing	336	
Total	***362***	

Q3f. Did you participate in a Home & Garden course?

	Frequency	*Valid Percent*
Yes	19	100.0
Missing	343	
Total	***362***	

Q3g. Did you participate in a Legal Studies course?

	Frequency	*Valid Percent*
Yes	11	100.0
Missing	351	
Total	***362***	

Q3h. Did you participate in a Mind & Body course?

	Frequency	*Valid Percent*
Yes	41	100.0
Missing	321	
Total	***362***	

Q3i. Did you participate in Financial Management course?

	Frequency	*Valid Percent*
Yes	26	100.0
Missing	336	
Total	***362***	

Q3j. Did you participate in Real Estate course?

	Frequency	*Valid Percent*
Yes	19	100.0
Missing	343	
Total	***362***	

Q3k. Did you participate in Other courses?

	Frequency	*Valid Percent*
Yes	59	100.0
Missing	303	
Total	***362***	

SELECT IF Q3. IS "OTHER":

Q3ktext. Please specify 'other' courses you have participated in.

	Frequency	*Valid Percent*
Valid	*18*	*30.5*
Bookkepping	1	1.7
business	1	1.7
Business skills	1	1.7
certification prep	1	1.7
computer	2	3.4
computer courses	1	1.7
concealed weapon license	1	1.7
cooking	3	5.1
Cooking	1	1.7
dance	1	1.7
Dance Dance Dance	1	1.7
Education about Juarez	1	1.7
English	1	1.7
English Language Institute	1	1.7
Firearm safety	1	1.7
Food, etc.	1	1.7
guitar	1	1.7
healthcare	1	1.7
History	1	1.7
intro to computers	1	1.7
Investing	1	1.7
Leadership	1	1.7
none there ewas no option for 0 in the previous question	1	1.7
organization	1	1.7
Personal Enrichment	1	1.7
photography	2	3.4

Photography	4	6.8
professional dev	1	1.7
relationships class	1	1.7
Texas concealed handgun license	1	1.7
Voice over	1	1.7
voiceover	1	1.7
Wine Appreciation	1	1.7
wine tasting	1	1.7
Total	***59***	***100.0***

FULL SAMPLE:

Q4a. Would you have taken an online training course to obtain your continuing education had it not been offered through UTEP?

	Frequency	*Valid Percent*
Yes	52	100.0
Missing	310	
Total	***362***	

Q4b. Would you have joined local organizations to participate in their activities to obtain your continuing education had it not been offered through UTEP?

	Frequency	*Valid Percent*
Yes	131	100.0
Missing	231	
Total	***362***	

Q4c. Would you have enrolled in credit courses (UTEP, EPCC, other) to obtain your continuing education had it not been offered through UTEP?

	Frequency	*Valid Percent*
Yes	66	100.0
Missing	296	
Total	***362***	

Q4d. Would you have attended training courses offered outside the region to obtain your continuing education had it not been offered through UTEP?

	Frequency	*Valid Percent*
Yes	38	100.0
Missing	324	
Total	***362***	

Q4e. Would you have done something 'other' to obtain your continuing education had it not been offered through UTEP?

	Frequency	*Valid Percent*
Yes	91	100.0
Missing	271	
Total	***362***	

SELECT IF Q4E. IS "YES":

Q4etext. Please specify what 'other' thing you would have done to obtain your continuing education had it not been offered through UTEP?

	Frequency	*Valid Percent*
Valid	*36*	*39.6*
community college	1	1.1
community enrichment at epcc	1	1.1
does not apply	1	1.1
dont know	1	1.1
El Paso Community College	1	1.1

epcc	1	1.1
EPCC	1	1.1
EPCC Cont. Educ.	1	1.1
EPCC offers enrichment courses too far away.	1	1.1
EPCC Wine Classes	1	1.1
EPCC, NMSU	1	1.1
go to another facility that has earlier hour for water areobics	1	1.1
Go to Epcc	1	1.1
I have used EPCC	1	1.1
internet	1	1.1
Join exercise class elsewhere	1	1.1
learn myself	1	1.1
local gym	1	1.1
na	2	2.2
NA	1	1.1
no taken any	1	1.1
none	1	1.1
none of the above	1	1.1
not taken anything...	1	1.1
nothing	8	8.8
Nothing	2	2.2
Nothing everywhere is very expensive and I don not get the same attention.	1	1.1
Nothingcourses were for my kids	1	1.1
nursing	1	1.1
olli	1	1.1
Private instruction	1	1.1
private lessons	1	1.1
Private tutoring	1	1.1
probably nothing	1	1.1
probably wouldnt have taken anything	1	1.1
read books online	1	1.1
Read books, find info online howto videos	1	1.1
Self taught wCDs	1	1.1
Take an alternative course	1	1.1
take training elsewhere	1	1.1
Taken class privately	1	1.1
Used instructional books	1	1.1
would not have attended any training; would not have persued this hobby	1	1.1
would not have done	1	1.1
wouldnt have taken the class	1	1.1
wouldnt have taken the course.	1	1.1
Total	***91***	***100.0***

FULL SAMPLE:

Q5. How did you first learn about the community enrichment instruction provided by the University of Texas at El Paso?

	Frequency	*Valid Percent*
Direct mail advertising	204	60.2
Colleagues	44	13.0
Previous work with P3	7	2.1
Internet/website	40	11.8
From my employer	14	4.1
Other	30	8.8
Total	***339***	***100.0***
Missing	23	
Total	***362***	

SELECT IF Q5. IS "OTHER":

Q5text. Please specify the 'other' way you first learned about the community enrichment instruction provided by the University of Texas at El Paso.

	Frequency	*Valid Percent*
Valid	*8*	*26.7*
As a UTEP student	1	3.3
book in the paper	1	3.3
catalog in newspaper	2	6.7
catalog in newspaper sent to homes	1	3.3
catalog in sunday paper	1	3.3
Catalogue that was included in the paper	1	3.3
Directmail catalog	1	3.3
Family	1	3.3
friend	2	6.7
friend told me	1	3.3
From a relative who really enjoyed the previous session.	1	3.3
Husband worked at UTEP	1	3.3
I worked one summer as a spanish instructor there.	1	3.3
Mailing to relative	1	3.3
newspaper	3	10.0
program catalog mailed to residence	1	3.3
sister	1	3.3
your flyer	1	3.3
Total	***30***	***100.0***

Professional and Personal Effects of Community Enrichment Programs

FULL SAMPLE:

Q6a. Did your continuing education have any type of effect on your career/professional life?

	Frequency	*Valid Percent*
Yes	108	32.4
No	187	56.2
Not sure	38	11.4
Total	***333***	***100.0***
Missing	29	
Total	***362***	

SELECT IF Q6A. IS "YES":

Q6bi. Without the continuing education experience, I could not have qualified for my job with my current employer.

	Frequency	*Valid Percent*
Strongly disagree	19	18.4
Somewhat disagree	7	6.8
Neutral	19	18.4
Somewhat agree	9	8.7
Strongly agree	7	6.8
Not sure/Does not apply	42	40.8
Total	***103***	***100.0***
Missing	5	
Total	***108***	

Q6bii. My continuing education experience enhanced my competitiveness for the job I hold with my current employer.

	Frequency	*Valid Percent*
Strongly disagree	16	15.8
Somewhat disagree	1	1.0
Neutral	16	15.8
Somewhat agree	19	18.8
Strongly agree	12	11.9
Not sure/Does not apply	37	36.6
Total	***101***	***100.0***
Missing	7	
Total	***108***	

Q6biii. My continuing education experience led to a promotion or widened possible career paths with my current employer.

	Frequency	*Valid Percent*
Strongly disagree	17	16.7
Somewhat disagree	2	2.0
Neutral	20	19.6
Somewhat agree	15	14.7
Strongly agree	8	7.8
Not sure/Does not apply	40	39.2
Total	***102***	***100.0***
Missing	6	
Total	***108***	

Q6biv. My continuing education experience enhanced breadth, skills, and effectiveness with my current job.

	Frequency	*Valid Percent*
Strongly disagree	10	9.7
Somewhat disagree	4	3.9
Neutral	12	11.7
Somewhat agree	26	25.2
Strongly agree	20	19.4
Not sure/Does not apply	31	30.1
Total	***103***	***100.0***
Missing	5	
Total	***108***	

Future Plans with Community Enrichment Programs

FULL SAMPLE:

Q7a. Given your experience with UTEP Community Enrichment, do you plan on completing additional enrichment programs?

	Frequency	*Valid Percent*
Yes	239	71.8
No	18	5.4
Not sure	76	22.8
Total	***333***	***100.0***
Missing	29	
Total	***362***	

SELECT IF Q7A. IS "YES":

Q7b1. Do you plan on completing a Foreign Language course?

	Frequency	*Valid Percent*
Yes	77	100.0
Missing	162	
Total	***239***	

Q7b2. Do you plan on completing a Art/Performing Art course?

	Frequency	*Valid Percent*
Yes	61	100.0
Missing	178	
Total	***239***	

Q7b3. Do you plan on completing a Fitness course?

	Frequency	*Valid Percent*
Yes	120	100.0
Missing	119	
Total	***239***	

Q7b4. Do you plan on completing a Math and Sciences course?

	Frequency	*Valid Percent*
Yes	13	100.0
Missing	226	
Total	***239***	

Q7b5. Do you plan on completing a Reading/Writing course?

	Frequency	*Valid Percent*
Yes	33	100.0
Missing	206	
Total	***239***	

Q7b6. Do you plan on completing a Home & Garden course?

	Frequency	*Valid Percent*
Yes	57	100.0
Missing	182	
Total	***239***	

Q7b7. Do you plan on completing a Legal Studies course?

	Frequency	*Valid Percent*
Yes	19	100.0
Missing	220	
Total	***239***	

Q7b8. Do you plan on completing a Mind & Body course?

	Frequency	*Valid Percent*
Yes	85	100.0
Missing	154	
Total	***239***	

Q7b9. Do you plan on completing a Financial Management course?

	Frequency	*Valid Percent*
Yes	41	100.0
Missing	198	
Total	***239***	

Q7b10. Do you plan on completing a Real Estate course?

	Frequency	*Valid Percent*
Yes	19	100.0
Missing	220	
Total	***239***	

Q7b11. Do you plan on completing another program?

	Frequency	*Valid Percent*
Yes	38	100.0
Missing	201	
Total	***239***	

SELECT IF Q7B. IS "OTHER":

Q7b11text. Please specify what 'other' program you plan on completing.

	Frequency	*Valid Percent*
Valid	*11*	*28.9*
At present do not know not able to attend right now	1	2.6
CCW class	1	2.6
Computer	1	2.6
computer class	1	2.6
Computer Courses	1	2.6
cooking	1	2.6
dance	1	2.6
Don't know at this time	1	2.6
English	1	2.6
English classes	1	2.6
If you offer better computer training courses such as those offered by your OLLI program whether it is is Intro to computers, how to use Microsoft word, excel, etc., how to do emailing, pc and digital	1	2.6
Licensing renewal	1	2.6
Life skills	1	2.6
Microsoft Office	1	2.6
More social interaction opportunities AT higher level	1	2.6
Other photography courses offered	1	2.6
Others, but programs too expensive for seniors on a budget	1	2.6
phonetics	1	2.6
photography	2	5.3
Photography	2	5.3
photographyy	1	2.6
Plan to continue with Spanish. I have no other interest at this time	1	2.6
professional dev.	1	2.6
social work or health	1	2.6

Wine Tasting if offered	1	2.6
Total	***38***	***100.0***

SELECT IF Q7A. IS "NO":

Q7ctext. Why do you not plan on completing additional enrichment programs?

	Frequency	*Valid Percent*
Courses are more expensive and not enough variety anymore	1	5.6
found it a waste of time and money	1	5.6
I enrolled in and attended three noncredit programs at UTEP, two language Korean and Spanish classes and a music guitar class. In both the guitar and Korean classes the instructors arrived late to the first class. Neither instructor was well prepared	1	5.6
I felt the course was poorly put together and there was some misleading information on several occasions during the course.	1	5.6
I have taken many community enrichment courses	1	5.6
I just need to take this course because it is a good opportunity for me to keep learning a foreign language without slacking off.	1	5.6
I needed the information about being a landlord, and I got it.	1	5.6
I was not pleased. There was no job opportunity. This was a waste of money that could have gone to EPCC for tuition cost.	1	5.6
It provided me not with new tools I could use in my profession.	1	5.6
not interested	1	5.6
not sure the value is a good one	1	5.6
only interested in the CW line dancing class	1	5.6
The cost is a bit high for my budget right now.	1	5.6
the course was not as good.	1	5.6
The location of the course was changed without notice, and as a handicapped person, it was a terrible experience to travel to the place the class was supposed to be, only to find a different course there. A note on the door was not clear as to w	1	5.6
The quality of instruction was very poor. It was not clear what type of class it would be in the description and I was very disappointed in the quality of the class.	1	5.6
unable to cause of health problems	1	5.6
When the instructor of the yoga course I was taking, she was replaced with an inexperienced instructor	1	5.6
Total	***18***	***100.0***

Satisfaction with Community Enrichment Programs

FULL SAMPLE:

Q8a. Would you recommend the community enrichment courses you have completed to others?

	Frequency	*Valid Percent*
Yes	243	93.8
No	16	6.2
Total	***259***	***100.0***
Missing	103	
Total	***362***	

SELECT IF Q8A. IS "YES":

Q8btext. Why would you recommend the courses?

	Frequency	*Valid Percent*
Valid	*50*	*20.6*
1. The convenience of the location since I live work in Central El Paso; 2. The instructors have been knowledgeable and professional; 3 Reasonable tuition; 4. Learned the specifics of a course in a short span without it having to be semester long.	1	0.4
Accommodation of dates and timeframe.	1	0.4
Affordable and beneficial.	1	0.4
always good to learn something new	1	0.4
ballroom is amazing and the instructors where fabulous	1	0.4
Because I have been pleased with my classes as well as the tuition cost.	1	0.4
Because it was a small group with one on one teaching	1	0.4
because of quality and cost	1	0.4
Because of the good experience Ive had. Instructors of the courses Iâ€™ve taken are very knowledgeable on the subject.	1	0.4
Because of the positive experience I had.	1	0.4
Because of the professional instructors, the content and the price.	1	0.4
Because of the quality of instruction and accessible prices	1	0.4
Because of their schedule flexibility and the low costs	1	0.4
BECAUSE THE HELPED ME BE A BETTER PERSON AND HOW TO EAT WELL	1	0.4
Because the sessions that I took were very interactive and I learned in them.	1	0.4
because they are fun and interesting	1	0.4
because they are good and lexible and good teachers and affordable	1	0.4
Because they are good programs, in a perfect schedule	1	0.4
Because they are useful, fun and affordable	1	0.4

Because they offer an opportunity to learn something that is very limited if not inexistent in this very low developed community	1	0.4
Being a senior citizen, I would encourage others to keep active and involved in continuing education in order to keep mentally sharp and in better physical health.	1	0.4
Beneficial, quality instruction, competitive pricing, and variety of programs	1	0.4
Best place to learn course, at the most reasonable price.	1	0.4
Both Swimming Aerobics instructors were motivating and knowledgible.	1	0.4
Cause I have a good experience with the courses that I took.	1	0.4
Coach Lopez is outstanding; its the reason I attend this classes. Cost is getting higher, classes are getting shorter; but he is worth the cost.	1	0.4
Comfortable learning environment and easy access.	1	0.4
continuing education	1	0.4
Convenience of times dates offered classes were small	1	0.4
convenience, choice	1	0.4
Convenient hours and useful information	1	0.4
convienent, reasonable	1	0.4
courses are interesting	1	0.4
CW line dancing is fun good type of exercise.	1	0.4
diversity of opportunities allow all to benefit from the courses	1	0.4
education is always positive enrichment	1	0.4
Enhance administrative skills	1	0.4
Enjoy the class	1	0.4
enjoyable learning experience in non pressure setting	1	0.4
Enjoyed OSHER classes I have attended and enjoyed meeting other students.	1	0.4
Enjoyed the class and learned alot	1	0.4
Excellent breadth of choice in programmes. Excellent facilities. Excellent instruction and programme content. Wellpriced.	1	0.4
Excellent instructors thus far.	1	0.4
excellent instructors, nice facilities and environment	1	0.4
Excellent swimming instructors and beautiful facility	1	0.4
Excellent way for me or my family grandchildren to learn and to mix with UTEP personnel, students.	1	0.4
Financially Accessible.	1	0.4
Flexibility	1	0.4
flexibility of schedule	1	0.4

Flexibility of the schedule; price; convenience and professionalism of the faculty	1	0.4
flexible schedule, low cost, effective teaching methods	1	0.4
Follow up from the actual course or part II and to move the day to wednesday or thursday	1	0.4
for personal enrichment	1	0.4
for personal enrichment on any level and networking with other indivuals with common goals.	1	0.4
for self improvment	1	0.4
Fun	1	0.4
fun, convenient	1	0.4
Fun, flexible to my schedule, a way to meet new people.	1	0.4
Good course for the value	1	0.4
good exercise	1	0.4
good facility and instructor	1	0.4
Good for beginners looking for fitness classes	1	0.4
Good general info	1	0.4
Good information, easy to understand.	1	0.4
Good instruction	1	0.4
good instruction; reasonable fees	1	0.4
Good instructions and reasonable cost	1	0.4
Good instructors and interesting classes.	1	0.4
good instructors, good classes and instruction	1	0.4
good learning experience	1	0.4
Good quality courses for affordable cost	1	0.4
Good quality with low cost.	1	0.4
Good value and fun classes	1	0.4
Good way of meeting people if you are single and interesting and fun to attend.	1	0.4
Great courses for the money paid.	1	0.4
Great education and at a great price.	1	0.4
GREAT INSTRUCTOR	1	0.4
Great introductory course for photography.	1	0.4
great instructors	1	0.4
had great knowledge of subject	1	0.4

Have participated in swimming, water aerobics and body sculpting classes. Each time I have had great instructors and felt a general health improvement.	1	0.4
highly qualified instructor	1	0.4
I am extremely pleased with the outcomes.	1	0.4
I enjoy the teachers	1	0.4
I enjoyed it.	1	0.4
I enjoyed the sessions and the instructors did a great job. I especially liked the FengShui course with Patricia Cusworth	1	0.4
I feel ongoing education is good for both mind and body. Keeps you young and healthy.	1	0.4
I find them interesting. I don't take them for job purposes... its only because the fulfill any kind of personal interest I may have.	1	0.4
I had a very good experience with the course.	1	0.4
I have recommend the photography courses to others because of the quality of instruction of the instructors.	1	0.4
I like the instructor and when the class was cancelled one day, I was informed ahead of time.	1	0.4
I like the way that they do the courses, the environment, the university	1	0.4
I liked the flexible hours and the variety of courses that UTEP offers.	1	0.4
I loved it, and it is satisfying, you get what you pay for.	1	0.4
I totally enjoyed them and think others would too	1	0.4
I wanted to strengthen my knowledge in digital photography. The instructor I had went beyond the manual and I was extremely satisfied with how it helped me understand my camera even more. I have recommended the course to two of my friends.	1	0.4
I was unaware Utep has such a class	1	0.4
I will recommend the course to others interesting improve the communication, I hope the university continue with other course like advance pronunciation et.	1	0.4
I would recommend them because I had a good experience. I am a UTEP graduate and I believe in the institution and in the quality of education it provides.	1	0.4
I would recommend them because they assist with our health, but seems that UTEP can afford to provide these courses for free to elderly like EPCC does.	1	0.4
informative	1	0.4
Instructor and class mates were really positive	1	0.4
Instructor was great	1	0.4
Instructors are professionals, flexible schedules, and affordable fees.	1	0.4
It is very good, and everything is very productive. I have learned a lot in the past year.	1	0.4
It was a positive learning experience.	1	0.4
It was fun and informative	1	0.4
It was fun and interesting.	1	0.4
Its a fitness coarse and being 60 years old its a good way for me and others to stay healthy as they get older.	1	0.4

Its easy and fun.	1	0.4
its enlightening, spiritual, self healing	1	0.4
ITs fun and I feel better when I exercise.	1	0.4
Its fun and the exercise is good for us.	1	0.4
Knowledgeable instructors, convenient schedules, reasonable costs	1	0.4
liked the subject I took and the instructors	1	0.4
Meets my needs to get more physical activity swimming in my life...I took this cours	1	0.4
Most of the courses weve taken have been enjoyable, of good quality, and worth the cost.	1	0.4
My husband and I enjoyed the teacher and it was helpful. We took the golf lessons, although we had to go out of town on several lessons.	1	0.4
My instructor was really good and I enjoyed it very much.	1	0.4
My wife and I needed the exercise but in the form of swimmimg arobics, it was great.	1	0.4
no pressure way to get in an extra edge	1	0.4
No red tape. Easy enrollment.	1	0.4
Not sure. I would not recommened the course I took but I would recommened other courses that I have not yet taken.	1	0.4
One will feel confident in their abilities they can accomplish and feel better about oneself.	1	0.4
Overall quality has been good, and I consider the costs reasonable.	1	0.4
personal enrichment	1	0.4
Practical courses, and flexibility of courses, can Directly promote knowledge	1	0.4
Price	1	0.4
Professor Lewis Woodyard is a great, great instructor I completed the course feeling accomplished and more confident in my photography	1	0.4
Provided what I was looking for.	1	0.4
Quality Instruction	1	0.4
Quality instruction, reasonable cost, convenient location	1	0.4
Quality of instruction at UTEP.	1	0.4
quality of instructor	1	0.4
Quality of Life	1	0.4
short and inexpensive. Good option for development.	1	0.4
so enjoyable	1	0.4
The are enjoyable and educational	1	0.4
The basic art class was definitely a good value a lot of information for a reasonable price, and the one day color seminar was fun.	1	0.4
The classes were organized and the instructors are qualified.	1	0.4

The content was easy for all persons at the course, the instructor was interesting, the cost was appropriate. I learned something new	1	0.4
The course I took was relevant to my life and I used the skills I learned immediately after taking the course.	1	0.4
The course taken was informative.	1	0.4
The course was great.	1	0.4
The courses are held on a flexible schedule for many working professionals and they enrich your knowledge for future career opportunities andor required certifications to land the job you want.	1	0.4
The courses are uplifting,, and the instructor is highly qualified.	1	0.4
The courses are user friendly and provide an opprtunity for busy people to learn stuff they otherwise wouldnt.	1	0.4
The courses I have taken are well run and fun.	1	0.4
The courses I took while I was working kept me abreast of the developments in my field quality	1	0.4
the exercise it has helped my overall health and diabetes	1	0.4
The fitness center specially swimmingis very nice, and the employees are friendly.	1	0.4
The flexibility and they are great. I am trully enjoying the classes my family and I have signed up for. Keep up the awsome job.	1	0.4
The information is concise and provided by professionals.	1	0.4
The information provided was very useful. I really enjoyed the instructor and the class.	1	0.4
The instructor goes up and above to present the class and repeats as many time as anyone in the class fills the need to repeat it.	1	0.4
The instructors are credible.	1	0.4
The knowledge level of the instructors is high its like having a personal trainer.	1	0.4
The knowledgeable instructors and the convenience of the after work programs.	1	0.4
The ones I have taken before 2007 were enjoyable.	1	0.4
the ones i have taken were excellent	1	0.4
The price of the course if reasonable in comparison to other courses. The instructor is well qualified to teach.	1	0.4
The prices are reasonable and the atmosphere laid back.	1	0.4
The professorDr. Balesh is excellent.	1	0.4
The quality of instruction	1	0.4
The quality of the classes.	1	0.4
there educational and fun	1	0.4
They are good.	1	0.4
They were proffionally give and the intructors knew their subject matter	1	0.4
They were well taught and fun for me because of the subject matter	1	0.4
This is the only place where Chinese is being offered at an affordable price in El Paso and The AIHWA Chinese Academy is doing a great job at tea	1	0.4

Thoroughly enjoyed the classes	1	0.4
those are good	1	0.4
To enrich lives and broaden horizons	1	0.4
TO GET BETTER	1	0.4
to know better	1	0.4
To the point. The instructors are great.Subjects enhance quality of life.	1	0.4
Top notch instructors and good price.	1	0.4
University location,atmosphere	1	0.4
UTEP offers several options with flexible times. Also attending the courses creates a platform for meeting new people.	1	0.4
Valuable and useful information	1	0.4
variety; scheduling; facility; instruction	1	0.4
very flexible studying at a time convenient for me. Very informative	1	0.4
Very good information.	1	0.4
Very good instruction. However, in my last course we didnt have all the lessons we paid for because the class size became too small. That was grossly unfair and many of us wanted to continue instruction as promised. That should not happen again.	1	0.4
Very informative class with good instruction.	1	0.4
Very interesting. Offered after work so easy to participate in and they were reasonably priced.	1	0.4
Very professional instructors, fun and informational classes.	1	0.4
we have pride in our personal goals when it comes to learning.	1	0.4
well taught	1	0.4
Wellqualified instructors and good facility	1	0.4
With the exception of 2 courses I took Arabic, Time mgmt, the instructors were excellent and very knowledgeable and had teaching capabilities Italian I, German I II and 4000 year of Germanic People.	1	0.4
Yes	1	0.4
You offer courses for children.	1	0.4
Total	***243***	***100.0***

SELECT IF Q8. IS "NO":

Q8ctext. Why would you not recommend the courses to others?

	Frequency	*Valid Percent*
Valid	*1*	*6.3*
Because there was not I could take back and apply to my field of study. I need ideas as how I can implement the classroom curriculum into an outdoor physical activity.	1	6.3
because they something lag and dont go anywhere	1	6.3

Because they were more of a sales pitch than educational.	1	6.3
I did not complete any of the three courses. The guitar and Korean class I felt were a waste of time and money. The Spanish class was not completed for the reasons stated.	1	6.3
It depends on the certificate they wish to complete, and for them to do research on who hires with the certificate.	1	6.3
not enough attention paid to attendes in yoga class.	1	6.3
Read the previous answer.	1	6.3
See previous	1	6.3
See previous response.	1	6.3
spanish class was counter productive	1	6.3
The course was to teach us about relationships and dating to help singles find mates. It was 3 people, including the instructor, playing a board game she invented. Waste of time and money.	1	6.3
The quality of the class was very poor and I expected much more from a Universitys enrichment courses	1	6.3
The real estate classes included primarily common knowledge. The CW dance classes were held in a gym rather than at a club. The introductory flight class included a flight on a 1960s plane.	1	6.3
To expensive and no real value, except to meet SBEC requirements.	1	6.3
waste	1	6.3
Total	***16***	***100.0***

FULL SAMPLE:

Q9a. On a scale of 1 to 10, where '1' is 'very dissatisfied' and '10' is 'very satified', how would you rate your overall satisfaction with the program(s)?

	Frequency	*Valid Percent*
Very dissatisfied	6	2.3
2	5	1.9
3	6	2.3
4	2	0.8
5	9	3.5
6	9	3.5
7	19	7.4
8	56	21.8
9	49	19.1
Very satisfied	96	37.4
Total	***257***	***100.0***
Missing	105	
Total	***362***	

Q9b. On a scale of 1 to 10, where '1' is 'falls short of expectations' and '10' is 'exceeds expectations', to what extent has the program(s) met your expectations?

	Frequency	*Valid Percent*
Falls short of expectations	6	2.4
2	5	2.0
3	3	1.2
4	6	2.4
5	11	4.3
6	13	5.1
7	19	7.5
8	59	23.3
9	57	22.5
Exceeds expectations	74	29.2
Total	***253***	***100.0***
Missing	109	
Total	***362***	

Q9c. On a scale of 1 to 10, where '1' is 'not very close to the ideal' and '10' is 'very close to the ideal', how well do you believe the program(s) compare with the ideal?

	Frequency	*Valid Percent*
Not very close to the ideal	6	2.4
2	5	2.0
3	4	1.6
4	2	0.8
5	15	5.9
6	14	5.5
7	19	7.5
8	72	28.2
9	62	24.3
Very close to the ideal	56	22.0
Total	***255***	***100.0***
Missing	107	
Total	***362***	

Q9d. The enrichment program(s) gave me personal satisfaction.

	Frequency	*Valid Percent*
Strongly disagree	13	5.1
Somewhat disagree	7	2.7
Neutral	6	2.4
Somewhat agree	49	19.2
Strongly agree	180	70.6
Total	***255***	***100.0***
Missing	107	
Total	***362***	

FULL SAMPLE:

Q10. Did your experience in our enrichment programs change your perception of continuing education?

	Frequency	*Valid Percent*
No, I still have a positive	138	42.7
Yes, I now have a more	101	31.3
I have the same perception	65	20.1
No, I still have a negative	2	0.6
Yes, I now have a more	11	3.4
Don't know	6	1.9
Total	***323***	***100.0***
Missing	39	
Total	***362***	

FULL SAMPLE:

Q11text. What can we do to improve the community enrichment programs?

	Frequency	*Valid Percent*
Valid	*141*	*39.0*
1 Better programs with qualified Instructors. 2 Price accordingly.	1	0.3
1. Send out mailings earlier. Sometimes they arrive after a few of the classes have already started. 2. Add more classesprograms.	1	0.3
a little more specific on the description of the courses.	1	0.3
Add academic subjects lectures similar to the Osher Lifelong Learning Institute OLLI @ Utep. Have evening class hours since OLLIs hours are all conducted during the day plus on weekdays, and I cannot leave work to attend these.	1	0.3
add more programs	1	0.3
add movie to film school and job managment	1	0.3

add programs discussing world situations, continue offering self-improvment programs	1	0.3
add programs related with exercise,diets,etc. for help el paso community with this big problem.	1	0.3
Adjust the time of the class.	1	0.3
advertise more let the community know you are there.	1	0.3
already good	1	0.3
Although I like	1	0.3
Alway choose competent teacherslc Hayden is an example of a good dedicated teacher.	1	0.3
Be sure and notify if a class doesnt make. I wasnt notified about a summer art class and showed up for class only to wait and no teacher appeared. There were 3 other people there also waiting.	1	0.3
BETTER PROFFESSORS	1	0.3
Better technology and rooms for the classes which are appropriate to the learning environment	1	0.3
Certain classes need to be held in larger locations, example boxing classes.	1	0.3
Change hours of childrens programs to coincide with adult classes. Make sure that the class is not used to sell instructors books and services instead of teaching.	1	0.3
Change the fitness programs back to how they use to be instead of enrolling in a new session every month. I noticed that next year they are back to hour sessions.	1	0.3
Consistency	1	0.3
Continue offering the courses regardless if the enrollment is high or low	1	0.3
Continue to offer a wide variety of courses	1	0.3
Continue to offer the courses through these programs.	1	0.3
Continue to provide more diverse fitness courses. Cycling, rock climbing, etc	1	0.3
Continue to try to expand class offerings opening more sections if possible to allow for more flexibility for those working or not.	1	0.3
Cost has certainly gone up. would be nice to keep it as affordable as possible, esepcially with todays economy	1	0.3
Day classes	1	0.3
Decrease the cost, allow music to be played for the fitness classes and offer more variety of classes	1	0.3
decrease the price and maybe offer them more often	1	0.3
Diversify	1	0.3
dont cut the programs	1	0.3
Dont have academic individual decide if the course should be added to the cirriculum, have a panel of joe schoomes take the course and rate it. If it scores low dont offer it. Ill be happy to sit on the panel for some courses.	1	0.3
dont know	3	0.8
Email course offerings. It seems that these courses are offered hit and missthe last time I knew anything was offered was about six	1	0.3
Expand on legal studies and advertise to reach others,	1	0.3

Expand your topics	1	0.3
expand. A stone scuplting course would be interesting	1	0.3
Fitness classes: water aerobics every daynight of the week with classes at 5:30 pm andor 6:30pm.	1	0.3
for the line dancing class limit the number of new songs to one each week so students can have more time to practice during the class session.	1	0.3
Get more instructors to offer a variety in fitness levels...the same instructors are offered every semester	1	0.3
Give different levels, begin, intermed, advance etc	1	0.3
Give more classes times at night and more choices in subjects.	1	0.3
Guarantee completion of all lessons regardless of class size.	1	0.3
Have a variety of classes and ease of registration.	1	0.3
Have a varity of options for each curriculum including traing for as we are labled special teachers.	1	0.3
have instructors be prepared	1	0.3
Have more complete programs with material no only just talk and talk	1	0.3
have more parking	1	0.3
Have the information handy from the start.	1	0.3
Heat UP the pools. Too cold for these old bones.	1	0.3
How about fitness for seniors who are still employed? Hours for fitness programs are too late. Better times 5pm to 7pm	1	0.3
I am not sure; I really enjoyed the 2 classes I took and feel as though they were very worthwhile. I would love to continue, but unfortunately time has not permitted me to enroll in more classes.	1	0.3
I am pleased with it. Maybe a Saturday class would work well. With one day in between classes, it is hard to review with all the other things going on in my life.	1	0.3
I am primarily interested in the language courses and would like to see German, P	1	0.3
I can only speak for the course I participated in and not for any of the other enrichment courses, as Im sure they are very effective and beneficial. I expected the type of course I participated in would be facilitated by a more enthusiastic in	1	0.3
I do not know what to say I really enjoyed and liked very much. It was a wounderful experience to me.	1	0.3
I dont know.	1	0.3
I have found the courses offered by UT	1	0.3
I have no idea	1	0.3
I have taken numerous classes. I had a critical family emergency while enrolled in a class. There was no understanding on the part of the director. I spoke with the instructor and wanted to stay caught up. There was no support from her either.	1	0.3
I noticed that classes like Italian are taught one level at a time, I would like to have to opportunity to enrol at any period at any level, instead of waiting another semester.	1	0.3
I only have one complaint. When I went to sign up for the course, I was told that it was closed and that someone would call me back to let me know if the professor was allowing any other students to join. I never received a call back. Luckily,	1	0.3

I only took a fitness course so I dont think I can answer that.	1	0.3
I realize that time and space are limited but I would like to see more opportuity to participate in classes, especially the computer and fitness programs	1	0.3
i think the classes i have taken are great	1	0.3
I took Japanese and the instructor expected us to learn Japanese on our own time. If i had time to learn Japanese on my own i would not have taken the course. Over all a better and more understanding Japanese instructor.	1	0.3
I was happy with the days and hour the program took place.	1	0.3
I was very satisfied with my experience. I cant offer any suggestions on improvements.	1	0.3
I wish the classes didnt end so late at nite, 9 pm.	1	0.3
I would like the fitness classes to more affordable and have the option of paying for a class for the whole year.	1	0.3
I would like to see more variety in all classes offered such as silver jewelry makingdesigning, art, mind body and dance programs. Also, it would be nice if Yoga classes as well as all other classes could a	1	0.3
I would love in the foreign language classes were a bit later. I get out of work at 6:30 and have not been able to take the medical spanish because of the times	1	0.3
Iam satisfied with the program thank you.	1	0.3
If a sign could be posted on the door to the class room where the course is held when it is cancelled. I usually drive staright from work to the course. This situation has occured a number of time in different courses.	1	0.3
If is posible more often hours of course by week like twice a week instead of one time ssession will more effective.	1	0.3
If possible change the day and time of the classes. There were classes that would have been great to take but unfortunately they were all taking place at the same time on the same day.	1	0.3
If possible, hire better instructors to teach the courses.	1	0.3
In my case, I took a English course and I was expecting from the instructor not to speak nothing but English, and half of the time he was speaking spanish, I apreciated that he wants a better comunication with us, but I wanted to lear English.	1	0.3
In my case, the swimming and fitness condition class was ok. The teacher pointed out that I was swimming incorrectly but never gave me points t	1	0.3
Increase advertisement and promotion of the programs offered.	1	0.3
Increase the foreign language programs.	1	0.3
Instead of just instructors on the UTEP payroll, bring in professionals in the community to give real world experience and instruction.	1	0.3
Instructors need to be more versed in subject matter.	1	0.3
it is great the way youhave it. One prodessor wasnt much to my liking but the other made up for it. I realize this is improper english usage, but says it the way I wanted to. Thanks	1	0.3
It seems to be fine just the way it is.	1	0.3
It would help if the class did feel as if it was an infomercial that the instructor was trying to get more clients for.	1	0.3
Just continue to offer the wide selection of courses that you do.	1	0.3
just to continue to offer as many as you do	1	0.3
Keep adding new and varied offerings.	1	0.3

Keep advertising, in the news papers, TV, and radio, all are helpful.	1	0.3
Keep offering a variety of programs. Make your listing of programs more readily accessible online. The website is not very userfriendly to navigate. Make it possible to register and pay online.	1	0.3
keep offering great programs at convenient times for working adults.	1	0.3
Keep offering them.	1	0.3
keep prices low	1	0.3
keep up the good work	1	0.3
Keep up the good work	2	0.6
Keep up the good work and keep those catalogs coming.	1	0.3
Keep up the quality instruction.	1	0.3
larger selection of classes	1	0.3
Late afternoon or early evening courses	1	0.3
Later schedules to accomodate travel from the Far East. Even better, a site on this side of town.	1	0.3
Locations outside of UTEP	1	0.3
lower cost	1	0.3
Lower cost and make more available	1	0.3
lower price	1	0.3
Lower the cost	1	0.3
Lower the cost a bit and more hoursdays and programs.	1	0.3
majority of fitness hours are too late in the evening. prefer a 6:00 pm start, versus the later start times currently available.	1	0.3
make it better known to the public	1	0.3
Make it more accesible to older adults and charge less or offer them free of charge. Most of the participants are on fixed income and these courses are very expensive. DO SOMETHING FOR THE COMMUNITY	1	0.3
Many of the programs are scheduled at the same time. A more varied time schedule would help.	1	0.3
Maybe better times	1	0.3
Maybe more prepared instructors. Not all of them. Ipersonally had one that did not meet expectations.	1	0.3
Maybe some field work, interaction with subject	1	0.3
more advertisement	1	0.3
More courses.	1	0.3
more detialed courses	1	0.3
more evening and weekend classes	1	0.3
More in depth	1	0.3

More intellectually challenging offerings, including contemporary political issues. Much more work on some childrens programs to make them truly innovative.	1	0.3
More options for seniors...55 and over	1	0.3
more participation friendly	1	0.3
more programs	1	0.3
more senior fitness classes in afternoon or evening	1	0.3
more technologie at the class room	1	0.3
More variety	1	0.3
More variety and a better instructors	1	0.3
More variety of art classes...Im looking for a life drawing class offered evenings...or even weekends.	1	0.3
more variety of classes	1	0.3
more variety of classes and schedules	1	0.3
More variety on course selection	1	0.3
Need more parking when utep is hosting an event at the don haskins arena and at the sun bowl.	1	0.3
No comments, everything was satisfactory	1	0.3
no improvement needed. would like to see pharmacy technician course offered online	1	0.3
None at this time.	1	0.3
Not only interview your instructors more carefully, but require knowledge of their student demographics based on previous such classes and their actual teaching effectiveness.	1	0.3
not sure	1	0.3
Not sure the times were good, but we misssed a couple of sessions due to prior committments.	1	0.3
nothing	3	0.8
Nothing they are great	1	0.3
Nothing at this time.	1	0.3
nothing that i can think of. although i was shocked that you do not offer a spanish language class.	1	0.3
OFFER A BETTER TIME...SUCH AS WHEN MOST PEOPLE GET OFF WORK. EX 6:00PM	1	0.3
Offer better quality programs. I dont know if the other programs are as poor of quality as the one I took, but this one sure discourages me from taking any other courses.	1	0.3
Offer courses that other major metropolitan cities are offering to thier community. El Paso needs to grow and be able to match and even exceed the qualifications that other people have just because they have the advantage of being in a big city.	1	0.3
Offer more choices and different times if possible.	1	0.3
Offer more classes Ceramics, stock market investment classes	1	0.3
Offer more classes during evening mw and tth options. Increase options and topics for examaple an adobe photoshop course that follows the photography class.	1	0.3

Offer more classesprograms off campus. Too much traffic around UTEP.	1	0.3
offer more courses	1	0.3
Offer more courses	1	0.3
Offer more courses.	1	0.3
Offer more fitness classes during the week	1	0.3
Offer more online courses and weekend classes.	1	0.3
offer more options	2	0.6
Offer more options for scheduling I take a fitness class and it is only offered at one time. Ive repeatedly written it should be offered 3x per week on evaluations.	1	0.3
Offer more subject options for personal enrichment	1	0.3
Offer more weekend fitnessdance courses. Weekdays are sometimes difficult to attend.	1	0.3
offer security officer courses, make sure instructors remain focused on their courses. I just want good quality intructors.	1	0.3
Offer similar courses that are more	1	0.3
Offer the wine appreciation classes again.	1	0.3
offer water arobics at an earlier time 7:30 to 8:30 pm is too late and walk to parking is too long	1	0.3
Offers more classes	1	0.3
ok as is	1	0.3
Only to continue in the same way	1	0.3
Overall, I amhave been pleased.	1	0.3
Perhaps give	1	0.3
Personally, I attended the Conversational Spanish class, which I really enjoyed. The instructor was knowledgeable and helpful. My son, 4 years	1	0.3
Please ask the instructors if the classes are mixed, that they speak English. If the instructor has trouble speaking in English then mark the class as Spanish speaking only. I left an art class because the instructor broke out in Spanish for m	1	0.3
Probably having more programs. I would like to have stuff like JAVA, German and probably BEAM robotics.	1	0.3
Probably that professors get more into teaching and into what students should learn, so we can learn it and understand it better.	1	0.3
program is very good	1	0.3
provide basic information like where to park and directions to facilities being used once enrolled. this was my first class and I had to search for information. better access to parking without having to invest in expenses parking passes.	1	0.3
provide services at other location besides just main campus	1	0.3
putting more schedules	1	0.3
Qualified teachers, art studio for painting clases, not in classrooms Useful classes not just contacts for teachers	1	0.3
rAt the 1pesent time all programs are fine. I do not feel that my input would be meaningful as I have not attended for a number of years.	1	0.3

renew in the pool and bathroom area	1	0.3
Require instructo	1	0.3
Return the Circuit Training with Coach Lopez to the previous schedule.	1	0.3
Room location	1	0.3
Schedule line dancing class earlier than 7:30pm	1	0.3
Send a new course catalog	1	0.3
send continuing education pamphlets on time without fail.	1	0.3
Send the catalogs for courses more in advance so we can have enough time to register	1	0.3
SIMPLE: Please ensure the	1	0.3
Some clases for example can have more variable times such as early morning or early pm rather than the only late time offered from 78pm. Marathon Training	1	0.3
Some classes are offered after 7:00pm. I wish they would start earlier with the possibility of offering some early in the morning during the week.	1	0.3
Some of the instructors have a personal agenda and an economic purpose. This conveys a negative connotation.	1	0.3
some of the instructors need to be better suited for the course	1	0.3
Start from scratch. Do not look at meeting the CE provider requirements only, rather, offer something that indeed will help teachers in the classroom.	1	0.3
The course should achieve what it offers. It shouldnt be an opportunity for companies to sell their services.	1	0.3
The only reason I took an online class was because I had no other choice. I prefer a classroom setting.	1	0.3
the people who approve of the speakers should have to attend one of the programs.	1	0.3
The pool had water issues. Had my husband not been a UTEP employee, I never wouldve known that the pool was closed due to the water loss. An email to the class wouldve been helpful in case that class was cancelled.	1	0.3
The prices for	1	0.3
The program that we apply wich was swimming and conditioning for ages 7 to 17 on tuesday and thrusday was given at a late time 6:30 to 7:30 pm for november.	1	0.3
The programs are great. The lifeguards at the pool though are unprofessional. Often they are dressed and wearing shoes and visiting with one another while on duty instead of watching the swimmers.	1	0.3
The programs themselves are great; the problems come with the university itself. For example, this semester the class is on Saturday morning and often the outside doors are locked, and students have to find ways to get into the building.	1	0.3
There have been several times when an instructor did not attend class. If there is a way of making up the class lost it would be great, after all we have paid for a certain amount of classes.	1	0.3
There was one course I took in whi	1	0.3
There was some confusion about the scheduling, as printed in the catalog and online, that did cause us to miss a class.	1	0.3
Think you are doing a good job.	1	0.3

TO HAVE MORE PROGRAMS THE PEOPLE WHO WORK PAST 6PM TO MAKE IT TO THIER CLASS ON TIME	1	0.3
Two or three days during the week, one day of week I lose continuity in the program	1	0.3
variety	1	0.3
warm water for old people	1	0.3
we are all working adults we dont have time for extra assignments.	1	0.3
We need better locations, our class is always rushing to get out for the next class to meet. We dont have enough room when there is a full class.	1	0.3
When you schedule a class for a given location dont be so careless about moving it to a new location. Also respond to your customers complaints. Besides losing the money I had paid for the class I never once attended, I lost all respect for your program.	1	0.3
windshield parking permit(temp)	1	0.3
wish more people were aware of these classes-i know you print, tv, and radio ads, but at times when speaking with serve of my customers they arent knowing of your continuing ed classes.	1	0.3
You could offer more sections of each of the courses at different days and times.	1	0.3
You deleted some courses from the old program that offered worls class knowledge, you have to add more variety on your courses, the University and the EPCC are covering academics, we need social interaction learning a subject applied worldwide.	1	0.3
You have a good selection on topic.	1	0.3
Total	***362***	***100.0***

Demographics

FULL SAMPLE:

Q12. Gender

	Frequency	*Valid Percent*
Male	107	33.6
Female	211	66.4
Total	***318***	***100.0***
Missing	44	
Total	***362***	

Q13. Age Cohorts (Recode Q13.)

	Frequency	*Valid Percent*
18 - 24	16	5.3
25 - 34	45	15.0
35 - 44	45	15.0
45 - 54	76	25.3
55 - 64	72	24.0
65 +	46	15.3
Total	***300***	***100.0***
Missing	62	
Total	***362***	

Q14. What was the last formal education you completed?

	Frequency	*Valid Percent*
Did not go to high school	1	0.3
Some college	64	20.1
Associate's degree	30	9.4
College graduate	115	36.2
Graduate degree	100	31.4
Trade/Vocational school	8	2.5
Total	***318***	***100.0***
Missing	44	
Total	***362***	

Q15. What is your ethnic or racial affiliation?

	Frequency	*Valid Percent*
Caucasion	106	34.0
African - American	5	1.6
Hispanic	180	57.7
Asian - American	4	1.3
Native - American	3	1.0
Other	14	4.5
Total	***312***	***100.0***
Missing	50	
Total	***362***	

SELECT IF Q15. IS "OTHER":

Q15text. Please specify your 'other' ethnic or racial affiliation.

	Frequency	*Valid Percent*
Valid	*4*	*97.2*
asian	1	0.3
Asian	1	0.3
biracial hispanicblack	1	0.3
british-american	1	0.3
Hawaiian	1	0.3
mexican	1	0.3
MexicanAmerican	1	0.3
mixed whiteNat. Amer	1	0.3
My race is the HUMAN RACE. I detest these racist questions, because thats exactly what they areracist, designed to give certain groups preference over others.	1	0.3
Southeast Asian	1	0.3
Total	***14***	***100.0***

FULL SAMPLE:

Q16. What is your total household income before taxes?

	Frequency	*Valid Percent*
$10,000 or less	13	4.5
$10,001 - $20,000	10	3.5
$20,001 - $30,000	22	7.6
$30,001 - $40,000	33	11.5
$40,001 - $50,000	32	11.1
$50,001 - $60,000	34	11.8
$60,001 - $70,000	18	6.3
$70,001 - $80,000	25	8.7
$80,001 - $90,000	21	7.3
$90,001 - $100,000	26	9.0
Over $100,000	54	18.8
Total	***288***	***100.0***
Missing	74	
Total	***362***	