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The Estrella Mountain Community College Strategic Enrollment Management (SEM) Plan is designed to achieve optimum enrollment through the 2019-2020 school year. Optimum enrollment is characterized by:

- predictable and sustainable growth (does not exceed the capacity of existing and planned human and capital resources),
- reflects the demographics of the service area,
- maximizes facility usage, and
- ensures effective stewardship of public resources.

The plan is updated on an annual basis to account for changes in service area demographics, environment trends, and enrollment changes. This review is used to determine if ongoing strategies are sufficient to meet the long-term goal of maintaining 3% annualized enrollment growth. The SEM Team facilitates strategy sessions conducted with the Academic Issues Team (AIT) at least once each semester.

The goals of the plan include a combination of EMCC specific goals and additional goals derived from the Maricopa County Community College District (MCCCD) SEM Plan. These goals are:

A. EMCC will achieve optimal enrollment (4% annualized FTSE growth rate) and improve access to learning opportunities for students and the community.

B. Convert a higher percentage of Financial Aid applicants to enrollment by 5% points (compared to baseline year)

C. Identify gaps in service for returning adults (25 years and older) and implement a plan to address gaps in service(s).

D. Create and promote an integrated communication effort to increase re-enrollment of current students, term-to-term.

E. Stabilize early college program enrollment - ACE, HOOPS, Dual, etc.

F. Increase total enrollment of non-credit classes by 25% with an annualized growth rate of 10% by 2020-2021.
I. Alignment to College Mission, Vision, and Strategic Plan

The SEM Plan is one of six long term plans that align with the college’s mission, vision, and strategic initiatives. The following describes how the EMCC SEM plan specifically links and supports an integrated planning system.

**EMCC Vision:** We provide exceptional and creative learning experiences that prepare all learners to achieve their dreams and transform their lives.

**SEM Link to Vision:** The plan aligns to the EMCC Vision in two ways. For students to achieve their dreams through education they need to complete the experience. This plan includes strategies which integrate student-success based retention activities at the start of the recruitment phase. The plan also seeks to balance resources with growth to ensure the college can maintain quality over time. If quality diminishes due to uncontrolled growth, EMCC will not be able to achieve its vision of providing exceptional and creative learning experiences.

**Mission:** Estrella Mountain is an innovative higher learning organization responding to the diverse needs of West Valley communities. Learners have an opportunity to accomplish their educational and personal goals successfully through the following college purposes:

- Developmental Education
- General Education
- Transfer Education
- Learner Support Services
- Workforce Development
- Community Education
- Civic Responsibility
- Global Engagement

**SEM Link to Mission:** The plan aligns to the Mission in multiple ways. Goals found in the plan include:

- Maintaining enrollment that reflects the diversity of the community.
- Targeting specific populations that require workforce training and transfer opportunities.
- Promoting learning support services to increase student success at the time of recruitment.

**Strategic Plan Link:**

- The SEM Plan and the Strategic Plan share the same primary goal of increasing annualized enrollment. As of the fiscal year 2019, the three-year annualized growth rate was 1.3%.
- Specific Sub-WIGs (Wildly Important Goals) directly support the strategic plan.
II. Enrollment Management Process at EMCC

Illustration 1 represents a systemic approach to enrollment management through five key planning areas. A SEM plan developed and implemented through one planning area cannot achieve “optimum enrollment.” For example, a SEM plan focusing strictly on recruitment can result in inefficiencies in meeting the needs of the community unless all planning areas are considered. Recruiting students to cover high withdrawal rates may prove costly and inefficient. Recruiting more students than the college can serve with existing staff and facilities can result in lower student satisfaction and negatively impact student success measures. The College SEM team reviews data (e.g., environmental scanning, enrollment trends, facility usage, etc.) on an annual basis to ensure these five components remain in balance. The data that has been evaluated is included in Appendix A, B, and C.

Illustration 1:
III. Definitions and Purpose

Definitions: Enrollment management at EMCC is a systemic approach to recruiting and retaining students for optimal college enrollments.

Optimal enrollment occurs when Estrella achieves the four “C’s”

- **Comprehensiveness** – There are sufficient services, delivery modes, and programs to meet the educational, career, and community education needs of the southwest valley.
- **Community** – Responding to the community’s dynamic educational and workforce needs by establishing partnerships and creating relevant programs of study, training and services for West Valley students.
- **Completion** – Recruitment, enrollment processes, and instructional practices are founded on research-based success strategies. These strategies are integrated at the beginning of the student experience to aid in persistence and successful completion of their goals.
- **Capacity** – Enrollment growth is managed to ensure current and planned facilities, staff, and resources are available to support growing demand and maintain quality.

Purpose: This plan is used to inform long-term decisions and strategies related to achieving optimum enrollment. This is accomplished through the following processes:

- The plan is used to inform strategies in systemic updates of the strategic plan which occur every three years. The EMCC Leadership Council reviews this plan as part of the pre-retreat planning activities.
- The college Academic Issues Team reviews the plan once each semester to ensure alignment with ongoing course scheduling, academic planning, and institutional challenges.

The plan is evaluated once per year against changes in the environment and progress toward the long-term goals by a SEM TEAM (a cross functional team comprised of student affairs leaders, an outreach representative, faculty representatives, and a member of the Office of Planning and Institutional Effectiveness).
IV: SEM Goals and Objectives

The SEM Goals are 3-5 years in length. SEM goals also seek to align with the District’s Strategic Enrollment Management Plan, which are being implemented at the campus level. These goals and objectives have been informed by working theories and enrollment assumptions. College enrollment data can be found in Appendix A & B.

Table 1 SEM Goals and Strategies

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategies</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal A: EMCC will achieve optimal enrollment (4% annualized FTSE growth rate) and improve access to learning opportunities for students and the community.</td>
<td>These are ongoing implementation strategies/tactics with most being conducted in the fall and spring terms:</td>
<td></td>
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<tr>
<td>Fall Semesters</td>
<td>A1 Implement strategies and tactics for Goals A-F in the plan.</td>
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<td>A2 AIT or Learning Team (LT) review the course schedule one year out to determine capacity challenges. The Team will determine strategies to maximize space and resources. (September)</td>
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<td></td>
<td>A3 Conduct cancellation analysis and discuss annually with LT for upcoming fall, spring and summer semesters. (November)</td>
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<td></td>
<td>A4 Conduct room utilization analysis each year for go-no-go and 45th day (fall and spring and spring semesters) and discuss with LT strategies to maximize room utilization. (October)</td>
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<tr>
<td></td>
<td>A5 Conduct instructional cost analysis once each year to determine break-even point for adjunct faculty taught sections. (use prior fall and spring semester. (December)</td>
<td></td>
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<tr>
<td></td>
<td>A1: The annualized growth rate in Annual FTSE (2017-2018 to 2020-2021)</td>
<td></td>
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<tr>
<td></td>
<td>A1: Enrollment demographics (gender and ethnicity) remain within + or - 3 percentage points of the community.</td>
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<tr>
<td></td>
<td>A2: The mean percentage fill rates for the college and divisions. Fill rate is equal to students enrolled (Grades:A,B,C,D,F,W,I,Y,and Z)/Course Cap.</td>
<td></td>
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<tr>
<td></td>
<td>A3: Percent of classes canceled for the fall, spring, and summer semesters.</td>
<td></td>
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<td></td>
<td>A4: Percent of classroom utilization (% of time used) for standard classrooms by division and location. Data are reported for 8:00am-1:00pm (Morning), afternoon 1pm to 4pm (afternoon); and 5:30pm to 9:00 pm (evening).</td>
<td></td>
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<tr>
<td></td>
<td>A5: Number of sections exceeding break-even based on adjunct faculty rate.</td>
<td></td>
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<tr>
<td>Spring Semesters</td>
<td>Goal B: Convert a higher percentage of Financial Aid applicants to enrollment by 5% points (compared to the baseline year)</td>
<td></td>
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<td>------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>A1</strong> Implement strategies and tactics for Goals A-F in the plan.</td>
<td><strong>B1 Run BOEXI Report MCCD_FA_4550. and send to DO Contact Center to call students and assist them with registering for classes or sent a text to students.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A2</strong> AIT or Learning Team will review the course schedule one year out to determine capacity challenges. The Team will determine strategies to maximize space and resources. <em>(February)</em></td>
<td><strong>B2 Run BOEXI Report MCCD_FA_3660. Text/call students to complete their FA files and get awarded.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A3</strong> Conduct cancellation analysis and discuss annually with LT for upcoming fall, spring and summer semesters. <em>(March)</em></td>
<td><strong>B1 BOEXI Report MCCD_FA_4550 can be run for prior semesters so we can compare data from semesters when this text was sent to semesters when it was not sent (Spring 2018 to Spring 2019).</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A4</strong> Conduct room utilization analysis each year for go-no-go and 45th day (fall and spring and spring semesters) and discuss with Learning Team (LT) on strategies to maximize room utilization. <em>(March)</em></td>
<td><strong>B2 Compare the number of students on BOEXI Report MCCD_FA_3660 before the text was sent to the number of students on the report 15 days after the text was sent. B1 and B2 - FA will run statistics comparing the number of student visits 15 days before the text was sent to 15 days after the text was sent.</strong></td>
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</tbody>
</table>
| Goal C: Identify gaps in service for returning adults (25 years and older) and implement a plan to address gaps in service(s). 3-year project 2018-2021 | C1. Fall 2018: Distribute Surveys to Students and Institution  
C2. Spring 2019: Attend convening with CAEL and establish plan of action with survey results  
C3. Fall 2019 - Fall 2020: Implement changes to practices and recruitment techniques for adult students. Continual assessment and development of practices.  
C4. Spring 2021: Report findings of effective tactics and strategies. | C1. To be determined via the initiative development process  
C2. 20% Student Response Rate - Actual was 19% (472 students)  
C3. 50% Employee Response Rate - Actual was 69% (40 employees) |
|---|---|---|
| Goal D: Create and promote an integrated communication effort to increase re-enrollment of current students, term-to-term. | D1. Conduct reenrollment text campaign using students who have not opted out.  
D2. Partner with District Call Center to pull reports through CRM to get a list of all currently enrolled students.  
D3. Emphasize early registration via:  
- “I Will Graduate” and “Student Success Fair”  
--Monthly Messaging: IWG Text Campaign highlighting EMCC resources and encouraging student persistence  
--Weekly Messaging: IWG Team Members communicating district-wide IWG messaging to students  
-Make it Happen - review themed messaging and align for synergistic content. | D1-3: Measure conversion rates for spring 2020 and spring 2021 using spring 2019 as the baseline. |
<table>
<thead>
<tr>
<th>Goal E: Stabilize early college program enrollment - ACE, HOOPS, Dual, etc.</th>
<th>E1. Review and reallocate Maricopa Grant Funds to the program (ACE, DE, HOOPS) that can long term produce the most stable FTSE.</th>
<th>E1-E2. The change in early enrollment will be measured for fall and spring semesters through the fall 2021 with a baseline of fall 2017 and spring 2018.</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2. Finalize division chair review process for DE instructors who are currently HLC qualified to determine impact on enrollment.</td>
<td></td>
<td></td>
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<tr>
<td>E3. Maximize Achieving a College Education (ACE) enrollment and recruitment with support of a full-time staff.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal F: Increase total enrollment of non-credit classes by 25% with an annualized growth rate of 10% by 2020-2021.</th>
<th>F1: Enhance non-credit specialty classes. --Community mailing for zip codes within a 6 mile radius. --Expand classes to EMCC sites (BEC and West-MEC)</th>
<th>F1: Change in enrollment and classes offered -Change in enrollment of existing non-credit specialty classes measured against the 2017-2018 baseline year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2: Enhance non-credit workforce training classes. --Develop brand material to promote workforce training programs including work-based and customized training (i.e. webpage, email, symbol, etc.) --Create list of potential trainers by reaching out to faculty, division chairs, and employer/industry contacts (e.g. Opportunity Fair supporters, Westmarc, etc). --Host general Advisory Board meetings to identify and explore new workforce training opportunities. --Develop and market “bundled” and/or stackable programs to business and industry partners. --Purchase training modules to enable teachers to instruct</td>
<td>F2: Qualitative data: Bi-annual meeting with EMCC business and industry partners feedback.</td>
<td></td>
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<tr>
<td>G2: Change in enrollment of existing non-credit Kids College classes compared to the baseline year of 2017-2018.</td>
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</tbody>
</table>
without having to develop new curriculum.

**F3:** Enhance non-credit Kids College classes.

--Develop brand material to further promote non-credit Kids College classes (i.e. web page, email, symbol, etc.).

--Expand class offerings year round to include K-12 fall and spring break schedules.
Appendix A: Strengths, Weaknesses, Opportunities, and Threats Analysis (Fall 2020 Update)

The Strategic Enrollment Management team utilized information from the SWOT analysis to modify current goals and strategies as well as plan for the next update of the SEM plan in the fall 2021.

<table>
<thead>
<tr>
<th>Strengths/Internal Factors</th>
<th>Weaknesses/Internal Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strong foundation of online resources for instructors (Canvas shells)</td>
<td>• Small staff/students ratios high</td>
</tr>
<tr>
<td>• AL 360 grant for outreach support of adult learners who prefer online classes</td>
<td>• Many faculty new to online teaching</td>
</tr>
<tr>
<td>• Marketing to CTE and recareer students</td>
<td>• Students missing face-to-face engagement</td>
</tr>
<tr>
<td>• Creativity and innovation for student engagement (office hours, online student chat,</td>
<td>• Haven’t focused on stackable credentials opportunities</td>
</tr>
<tr>
<td>services, engagement)</td>
<td>• Budget challenges</td>
</tr>
<tr>
<td>• Quickly adapting to providing services remotely with web conferencing tools, Jabber</td>
<td>• Messaging to improve hybrid and in-person learning</td>
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<tr>
<td>phones, new dynamic forms, and remote computer access</td>
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<tr>
<td>• Still offer some in-person service support (ex: tutoring)</td>
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<tr>
<td>• Pathway/certificate/short-term options available-stackable credentials</td>
<td></td>
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<tr>
<td>• EMCC knows this part of the Valley and its residents - use that to attract students</td>
<td></td>
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<tr>
<td>• Students prefer an online education provider physically close to them so they can get help in person if needed</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities/External Factors</th>
<th>Threats/External Factors</th>
<th>COVID-19 (staff and students)-related illness/care for others factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• IREPO grant proposal (high school opportunity zones)</td>
<td>• Pandemic opened more online opportunities and competition/lost competitive advantage</td>
<td></td>
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<tr>
<td>• Engage pandemic-related stop outs</td>
<td>• K-12 closures-unable to attend school</td>
<td></td>
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<tr>
<td>• Possible partnership opportunities with high schools to address college-going behavior, eg: Center for the Future of Arizona</td>
<td>• Less access to high schools students for engagement--varies by district</td>
<td></td>
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<tr>
<td>• Partnerships related to basic needs</td>
<td>• Study.com (credit for prior learning) may take enrollment away</td>
<td></td>
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<tr>
<td>• Text for College - persistence research grant</td>
<td>• Universities discounting tuition</td>
<td></td>
</tr>
<tr>
<td>• Student loan deferment: re-enroll to continue deferring</td>
<td>• Cultural implications as an HSI: student priorities shifting away from education to focus on family support and basic needs</td>
<td></td>
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<tr>
<td>• Higher supply of adjuncts</td>
<td>• Student/parent loss of income due to Covid-FA hit hard with requests-student loan deferment expiring; foreclosures</td>
<td></td>
</tr>
<tr>
<td>• College credit pathway for GED in AZ</td>
<td>• Students say they miss face-to-face engagement: would they really attend in person classes now, or does that mean they want the pandemic to end?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Threats/External Factors</th>
<th>COVID-19 (staff and students)-related illness/care for others factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pandemic opened more online opportunities and competition/lost competitive advantage</td>
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<td>• K-12 closures-unable to attend school</td>
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<tr>
<td>• Less access to high schools students for engagement--varies by district</td>
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<tr>
<td>• Study.com (credit for prior learning) may take enrollment away</td>
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<td>• Students say they miss face-to-face engagement: would they really attend in person classes now, or does that mean they want the pandemic to end?</td>
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Appendix B: Environmental Scanning and Enrollment Analysis

Data informed decisions are a key component to the enrollment management plan. The following analysis was used to inform goals and strategies in the Strategic Enrollment Management Plan.

Service Area Growth:

Maricopa County is among the fastest growing areas in the United States. EMCC has witnessed explosive growth in southwest portion of the County. One leading indicator of growth is recent housing permits. While the period of 2006 (start of the housing bubble) through 2015 dropped as much 90%, the service area has shown consistent increases in housing permits in 2015. This sets the stage for EMCC to achieve long term growth.

![EMCC Service Area Building Permits for Single Family Dwellings 2004-2019](chart.png)

EMCC Enrollment Trends: Over the last decade, the annualized growth rate for Full-Time Student Equivalent (FTSE) was 6.9%. This equates to a total increase of 84%. A review of enrollment trends identified a significant spike in enrollment for 2008-2009 through 2010-2011. As the economy started to improve, annual credit headcount slightly declined from 2011-2012 to 2012-2013. Despite declines in headcount during this time period, FTSE actually increased slightly due to continued growth in full-time students. Over the last three years annual credit headcount has been increasing at moderate, but positive rate.

Non-credit enrollment declined in 2011-2012 which was result of moving vocational non-credit enrollment to the Maricopa Corporate College. Non-credit enrollment started to recover in 2014-2015 due to the expansion of “Kids College” programing. In the most recent fiscal year (2016-2017), headcount from all sources increased by 2.8% over the previous year. Note, in 2017-2018 enrollment for the SouthWest Skill Center will decline due to a transition of the SWSC to Gateway Community College (GWCC). In 2018-2019 EMCC no longer generated skill center enrollment as the operation of the center...
was fully transferred to GWCC. Despite the loss of Southwest Skill Center enrollment, the 2019-2020 annual enrollment represented a near record high. Unfortunately, the COVID-19 pandemic will negatively impact AY2020-2021 enrollment.

### Unduplicated Count by Category - Annual Headcount

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<tbody>
<tr>
<td>Credit</td>
<td>12,612</td>
<td>12,508</td>
<td>12,475</td>
<td>13,009</td>
<td>12,994</td>
<td>12,571</td>
<td>13,080</td>
<td>13,715</td>
<td>13,772</td>
<td>14,262</td>
</tr>
<tr>
<td>Non-Credit</td>
<td>1,660</td>
<td>1,374</td>
<td>1,397</td>
<td>855</td>
<td>971</td>
<td>1,337</td>
<td>1,315</td>
<td>1,341</td>
<td>1,289</td>
<td>947</td>
</tr>
<tr>
<td>SW Skill Center</td>
<td>821</td>
<td>680</td>
<td>572</td>
<td>643</td>
<td>679</td>
<td>496</td>
<td>416</td>
<td>329</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>15,093</td>
<td>14,562</td>
<td>14,444</td>
<td>14,507</td>
<td>14,644</td>
<td>14,404</td>
<td>14,811</td>
<td>15,385</td>
<td>15,061</td>
<td>15,209</td>
</tr>
<tr>
<td>Total exclude SWSC</td>
<td>14,272</td>
<td>13,882</td>
<td>13,872</td>
<td>13,864</td>
<td>13,965</td>
<td>13,908</td>
<td>14,395</td>
<td>15,056</td>
<td>15,061</td>
<td>15,209</td>
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### Annual FTSE

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<tbody>
<tr>
<td>Credit</td>
<td>4,741</td>
<td>4,709</td>
<td>4,932</td>
<td>5,330</td>
<td>5,522</td>
<td>5,362</td>
<td>5,694</td>
<td>5,799</td>
<td>5,832</td>
<td>5,915</td>
</tr>
<tr>
<td>SW Skill Center</td>
<td>407</td>
<td>343</td>
<td>240</td>
<td>354</td>
<td>296</td>
<td>166</td>
<td>182</td>
<td>241</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>5,148</td>
<td>5,052</td>
<td>5,172</td>
<td>5,684</td>
<td>5,818</td>
<td>5,528</td>
<td>5,876</td>
<td>6,040</td>
<td>5,832</td>
<td>5,915</td>
</tr>
</tbody>
</table>
Unemployment and Enrollment: Historically there is a positive correlation between EMCC’s credit enrollment and the state and county unemployment rate. As unemployment increases, enrollment increases and vice versa. In the next update of the plan in the late fall 2021, this analysis will be updated data from the COVID-19 time frame. The data in the next report may be counter intuitive due the impact of COVID-19 on enrollment.

Source:
1. Unemployment data via
https://public.tableau.com/profile/arizona.office.of.economic.opportunity#!/vizhome/LAUSDashboard_0/Dashboard
2. EMCC Unduplicated Headcount (Credit) for Academic Year via
State and Maricopa County unemployment rates have improved but remain higher than pre-recession levels. The state’s budget situation is expected to improve, but has not resulted in substantial education funding restoration. An absence of appropriate state funding for education may find universities considering future tuition rate increases. Students seeking more economical solutions in meeting higher educational expenses may likely be influenced by reduced state funding and increasing tuition costs.

**College and Community Demographics:** An analysis of college and community data helps determine whether the college’s student population reflects the local community’s demographics. The analysis includes an ethnic breakdown of 2010 Census Data (EMCC service area tracks), fall 2016 high school demographics, and Estrella Mountain Fall 2017 enrollment breakdowns.

Overall, Estrella Mountain closely matches the service area community. Because nearly 75% of EMCC’s student population is 24 and younger, there is closer match to the high school demographics for white and Hispanic students.

### Service Area and College Enrollment Ethnicity:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2012 ACS 5-Year DP05</th>
<th>2017 ACS 5-Year DP05</th>
<th>Fall 2018 EMCC Feeder High Schools</th>
<th>Fall 2017 EMCC Credit Enrollment (Maricopa Trends)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Native American</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>African American</td>
<td>7%</td>
<td>7%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>53%</td>
<td>53%</td>
<td>56%</td>
<td>55%</td>
</tr>
<tr>
<td>White</td>
<td>35%</td>
<td>33%</td>
<td>29%</td>
<td>27%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>

**Sources:**

- Service Area: 2012 American Community Survey 5-Year DP05
- Service Area: 2017 American Community Survey 5-Year DP05
- Feeder School data: [www.ade.az.gov/ResearchPolicy/AZEnroll](http://www.ade.az.gov/ResearchPolicy/AZEnroll)
Facilities and Classrooms: Facility capacity is influenced by multiple factors including the mix of courses, delivery modes and operating hour assumptions. Increasing facility capacity in correlation with the goal of 5% annual enrollment growth will require a continued review of all variables and strategies. Strategies designed to support facility usage can provide a positive impact on student learning.

EMCC currently has a total of 131 classrooms and labs on the main campus, 10 classrooms and labs at WestMec, and 6 general use classrooms at the Buckeye Educational Center. These data do not include Arroyo Hall set to open in the spring 2021.

X25: Space Reporting (Week of August 20 2018 - 8:00AM to 9:00PM - Monday through Friday)

<table>
<thead>
<tr>
<th>EMCC Main (Dysart Campus)</th>
<th>Unrestricted General Classrooms (Room Use Code 110)</th>
<th>Specialty Classrooms</th>
<th>Labs (room use code 210, 220)</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Rooms</td>
<td>131</td>
<td>75</td>
<td>40</td>
</tr>
<tr>
<td>% of Rooms</td>
<td>100%</td>
<td>57.2%</td>
<td>30.50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>12.20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EMCC Main (Dysart Campus)</th>
<th>Unrestricted Rooms (room use code 110, 117, 130, 210, 220, 350*, 411, 680*) # of Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seats Per Room</td>
<td>&lt;24 24-25 26-29 30+</td>
</tr>
<tr>
<td># of Rooms</td>
<td>131 32 32 2 65</td>
</tr>
<tr>
<td>% of Rooms</td>
<td>100% 24.4% 24.40% 1.50% 49.6%</td>
</tr>
</tbody>
</table>

*note: room use codes 350 and 680 represent large conference rooms.

<table>
<thead>
<tr>
<th>Buckeye Educational Center</th>
<th>Unrestricted General Classrooms (Room use code 110)</th>
<th>Specialty Classrooms</th>
<th>Labs (Room use code 210, 220)</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Rooms</td>
<td>6</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>% of Rooms</td>
<td>100%</td>
<td>100%</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Buckeye Educational Center Unrestricted Rooms # of Seats</th>
<th>Seats Per Room</th>
<th>&lt;24 24-25 26-29 30+</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Rooms</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>% of Rooms</td>
<td>100%</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WestMec</th>
<th>Unrestricted General Classrooms (Room use code 110)</th>
<th>Specialty Classrooms (Room use code 130)</th>
<th>Labs (Room use code 210, 220)</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Rooms</td>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>% of Rooms</td>
<td>100%</td>
<td>60%</td>
<td>40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WestMec Unrestricted Rooms # of Seats</th>
<th>Seats Per Room</th>
<th>&lt;24 24-25 26-29 30+</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Rooms</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>% of Rooms</td>
<td>100%</td>
<td>20%</td>
</tr>
</tbody>
</table>

17
Maximizing the use of current facilities will require the college to further examine other cost related implications. While planned renovations and added classroom spaces and labs may assist in mitigating needed expansions, additional resources for expansion will be limited.

**Outreach & Recruitment**: Efforts designed to ensure the College’s demographics reflect the community’s diversity should continue. Outreach and recruitment strategies that focus on schools, districts and communities, reflecting the diverse population of EMCC’s service area, should continue. Employing specific outreach/recruitment programs that target school districts, middle and high schools, and represent Hispanic populations may provide the greatest opportunity. These areas currently remain slightly underrepresented compared to service area demographics and feeder high school data. The college should also consider additional outreach to returning adult markets which may bring the White (non-Hispanic) enrollment closer the Census data.

**Technology**: Life without bond support is expected to be longer than two years anticipated. The college originally saved capital IT funds to support a two-year bridge. The college made plans to address life without a bond for four years; however, that time has already past. Spending reductions will continue for the foreseeable future. Impact may be seen in all areas of campus including activities to support recruitment and retention.

**Community Needs**: One focus of the Enrollment Management Plan is to continue to meet the needs of the community. Continued efforts by the college to better identify what programs or training requested by the community shall be ongoing.

**Course Completion Rates**: Fifteen courses with the highest enrollment have been identified. Increased success in these courses will have major impact to the college’s overall retention rates. Many of these courses have been identified as “gatekeeper” courses, which often require increased support efforts or resources to ensure student success.

### EMCC Top Fifteen Courses by Enrollment (excludes dual enrollment)

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2017 Total Headcount</th>
<th>% Success</th>
<th>Course</th>
<th>Fall 2018 Total Headcount</th>
<th>% Success</th>
<th>Course</th>
<th>Fall 2019 Total Headcount</th>
<th>% Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101</td>
<td>1,592</td>
<td>82%</td>
<td>ENG101</td>
<td>1,693</td>
<td>84%</td>
<td>ENG101</td>
<td>1,693</td>
<td>84%</td>
</tr>
<tr>
<td>PSY101</td>
<td>1,068</td>
<td>84%</td>
<td>PSY101</td>
<td>1,114</td>
<td>84%</td>
<td>PSY101</td>
<td>1,114</td>
<td>84%</td>
</tr>
<tr>
<td>ENG102</td>
<td>844</td>
<td>79%</td>
<td>CPD150</td>
<td>909</td>
<td>83%</td>
<td>CPD150</td>
<td>909</td>
<td>83%</td>
</tr>
<tr>
<td>CPD150</td>
<td>782</td>
<td>80%</td>
<td>MAT091</td>
<td>844</td>
<td>69%</td>
<td>MAT091</td>
<td>844</td>
<td>69%</td>
</tr>
<tr>
<td>CIS105</td>
<td>763</td>
<td>79%</td>
<td>ENG102</td>
<td>837</td>
<td>76%</td>
<td>ENG102</td>
<td>837</td>
<td>76%</td>
</tr>
<tr>
<td>MAT091</td>
<td>712</td>
<td>72%</td>
<td>CIS105</td>
<td>777</td>
<td>77%</td>
<td>CIS105</td>
<td>777</td>
<td>77%</td>
</tr>
<tr>
<td>COM100</td>
<td>606</td>
<td>87%</td>
<td>RDG100</td>
<td>636</td>
<td>91%</td>
<td>RDG100</td>
<td>636</td>
<td>91%</td>
</tr>
<tr>
<td>MAT141</td>
<td>542</td>
<td>78%</td>
<td>MAT151</td>
<td>604</td>
<td>67%</td>
<td>MAT151</td>
<td>604</td>
<td>67%</td>
</tr>
<tr>
<td>CRE101</td>
<td>539</td>
<td>83%</td>
<td>MAT141</td>
<td>574</td>
<td>70%</td>
<td>MAT141</td>
<td>574</td>
<td>70%</td>
</tr>
<tr>
<td>MAT151</td>
<td>522</td>
<td>69%</td>
<td>MAT121</td>
<td>566</td>
<td>72%</td>
<td>MAT121</td>
<td>566</td>
<td>72%</td>
</tr>
<tr>
<td>MAT081</td>
<td>521</td>
<td>73%</td>
<td>COM100</td>
<td>564</td>
<td>85%</td>
<td>COM100</td>
<td>564</td>
<td>85%</td>
</tr>
<tr>
<td>MAT121</td>
<td>496</td>
<td>70%</td>
<td>CRE101</td>
<td>536</td>
<td>84%</td>
<td>CRE101</td>
<td>536</td>
<td>84%</td>
</tr>
<tr>
<td>RDG100</td>
<td>452</td>
<td>88%</td>
<td>COM225</td>
<td>376</td>
<td>88%</td>
<td>COM225</td>
<td>376</td>
<td>88%</td>
</tr>
<tr>
<td>COM225</td>
<td>423</td>
<td>90%</td>
<td>MAT081</td>
<td>375</td>
<td>67%</td>
<td>MAT081</td>
<td>375</td>
<td>67%</td>
</tr>
<tr>
<td>ENG091</td>
<td>385</td>
<td>78%</td>
<td>ENG091</td>
<td>366</td>
<td>74%</td>
<td>ENG091</td>
<td>366</td>
<td>74%</td>
</tr>
</tbody>
</table>
Class | Fall 2020 Total Headcount
--- | ---
ENG101 | 1,419
PSY101 | 863
ENG102 | 823
MAT151 | 775
MAT141 | 642
CIS105 | 610
MAT114 | 537
COM100 | 512
CRE101 | 471
CPD150 | 369
RDG100 | 350
BIO100 | 339
SOC101 | 320
COM225 | 315
BIO181 | 309

**Persistence:** The National Community College Benchmark Project (NCCBP) indicates EMCC persistence rates for all students (excluding dual enrollment) remain below the national average, although showing some improvement. Increasing persistence rates over the next several years can contribute to overall enrollment growth.

**Fall-to-Spring Persistence:**
- 2013 Report (Fall 2011 Cohort EMCC 64.7% vs. National Average* 71.7%)
- 2014 Report: (Fall 2012 Cohort EMCC 65.9% vs. National Average* 71.0%)
- 2015 Report: (Fall 2013 Cohort EMCC 66.9% National Average* not available did not participate)
- 2016 Report (Fall 2014 Cohort EMCC 69.0% vs National Average* 71.7%)

**Fall-to-Fall Persistence:**
- 2013 Report (Fall 2011 Cohort EMCC 44.0% vs. National Average* 48.3%)
- 2014 Report (Fall 2012 Cohort EMCC 45.6% vs. National Average* 47.5%)
- 2015 Report: (Fall 2013 Cohort EMCC 47.4% National Average* not available did not participate)
- 2016 Report (Fall 2014 EMCC 47.8% vs National Average* 48.2%)

Note: * 50th Percentile for all colleges participating in the national community college survey.

**Graduation Data (Completers):**
A primary outcome at EMCC is to improve the unduplicated number of completers. Substantially more students are graduating. EMCC increased the number of degrees and certificates awarded from 1,778 (2013-2014) to 2,334 (2015-2016). More than 1,080 unduplicated students received one or more awards. Through the remainder of the decade, EMCC will target 6% increase each year.
Efforts to increase rates include:

- Improving goal setting and academic planning. The college is currently implementing new multiple strategies to improve goal setting in advisement, Career and Personal Development (CPD) course design, Priority Advisement Workshops (PAW), and the College Student Success Fair. The long-term implementation will continue these efforts and expand via the addition of goal setting software (currently delayed by the District IT challenges) and potential outreach strategies with feeder high schools.

- Identification of students nearing completion – This will remain a long-term effort, but wide scale application will require upgrades to the SIS degree audit system.
  - Conducting a proactive degree audit approach which includes extending efforts to reach students and inform them of program award eligibility. Initial pilots with some smaller occupational programs have been accomplished. However, wide scale application will require additional staff time. Financial aid issues and obtaining student approval in order to update their academic record is also required.
  - Utilizing the Reverse Transfer Strategy – This strategy involves contacting students who have transferred to university and, using those earned credits, to award a community college degree.

EMCC data on awards show substantial increases in the number of awards and individuals who receive these awards. However, six-year completion rates have not improved and changes in the rate will take time because it is a lagging indicator. The completion rate is impacted primarily by first year results; therefore, “moving the needle of completion” takes years to change.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Duplicated Awards - All Awards</td>
<td>1,173</td>
<td>1,475</td>
<td>1,778</td>
<td>2,166</td>
<td>2,334</td>
<td>2,269</td>
<td>2,344</td>
<td>2,333</td>
<td>2,204</td>
</tr>
<tr>
<td>Unduplicated Headcount - All Awards</td>
<td>565</td>
<td>739</td>
<td>836</td>
<td>966</td>
<td>1,081</td>
<td>1,046</td>
<td>1,088</td>
<td>1,089</td>
<td>1,019</td>
</tr>
<tr>
<td>Duplicated Occupational Awards CCL/AAS</td>
<td>261</td>
<td>387</td>
<td>541</td>
<td>659</td>
<td>666</td>
<td>539</td>
<td>466</td>
<td>469</td>
<td>521</td>
</tr>
<tr>
<td>Unduplicated Headcount CCL/AAS</td>
<td>176</td>
<td>267</td>
<td>308</td>
<td>333</td>
<td>361</td>
<td>296</td>
<td>273</td>
<td>263</td>
<td>299</td>
</tr>
</tbody>
</table>

SRK Student Right to Know Cohort: 150% of Time Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>13%</td>
<td>12%</td>
<td>13%</td>
<td>17%</td>
<td>18%</td>
<td>20%</td>
<td>21%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Factors Impacting Enrollment and Completion Rates: The College’s enrollment management team will continue to monitor environmental factors that may potentially impact graduation rates. These include political trends, service area growth, and high school enrollment. Some examples of these factors include:
Arizona Board of Regents “Vision 2020,” which identifies an overall increase in bachelor degree graduation rates by 2020.

The Gates Foundation’s goal of doubling the number of low income adults who earn a college degree.

Enrollment trends indicate EMCC service area high schools are increasing at a slower growth rate. Annual growth over the last five years has ranged from 1-3%. Increasing the number of graduates will require an improvement in the conversion rate of entering high school students and boosting enrollment of returning adults.

The Maricopa Association of Governments projections indicate slower growth in the service area (e.g., previous projections for 2020 will not be realized until 2030). Historically EMCC’s strong service area growth rates resulted in increased enrollment without additional resources to support recruitment. Slower growth will require more effective use of resources to maintain a 5% growth rate over the next several years. Between 2014 and 2017 there has been some recovery in the housing market. Housing permits growing at average of 659 permits per year. Currently 3,677 permits were issued in 2017, (about 39% of the all time high of 9,309 permits in 2004). In the longer term (3-10 years), EMCC will likely see increased enrollment from housing increases; however, the majority of the growth (60%) is occurring in Buckeye (Verado area) which about the same distance to EMCC main and the Buckeye Educational Center.

Late Registration & Multiple Start Dates: In an effort to increase course completion rates, the college implemented a “no-late registration” policy. To maintain access, the college offers multiple start dates to accommodate students who choose to begin at different points in the semester. Expanding the number of later starting courses remains a continued challenge due to financial aid policies, facility availability, and scheduling limitations. These courses are often filled prior to the start of semester which can prevent true “late starting” students from enrolling. Approximately 13% of fall 2017 courses start after the first week of classes and 14% of spring 2018 classes started after the first week of class.

- Three five-week sessions in a standard sixteen-week term
- Two eight-week sessions in a standard sixteen-week term
- One ten-week session
- Offering a variety of delivery methods: hybrid, online & traditional
- It is important to note that alternative start dates, outside of the standard dates, need to be reduced to: increase facility efficiency, reduce student scheduling conflicts, and lessen negative student financial aid results and veteran’s benefits impact.

Student Preparedness: A review of student placement data determined that a high percentage of incoming students are entering EMCC underprepared for the rigors of college level courses. Data suggests both the need to offer more developmental courses, and the importance of educating the local high school community regarding placement test importance. Improving strategies to better prepare students taking the assessments was also deemed important. However, recent changes to multiple measures placement starting in 2018 and a move to non-stand alone developmental courses will present significant challenges in managing enrollment.

The most challenging discipline related to placement is math, because the college witnessed changes in cut scores long before the change in developmental education curriculum in MCCCD. With constant change, it make it difficult to develop support systems such as placement prep camps and course retention strategies in developmental and first year college classes. The math placement table below illustrates the how difficult it is to manage the inventory of developmental, college level, and co-curricular courses. The reality is that EMCC will need constantly adjust scheduling until the MCCCD solidifies placement testing procedures.
## Math Placement Score Changes

<table>
<thead>
<tr>
<th>Effective</th>
<th>Major Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior years</td>
<td>ASSET &amp; COMPASS main testing tools (ASSET more than COMPASS)</td>
</tr>
</tbody>
</table>
| Summer/Fall 2005| **Accuplacer implemented**  
Changes made to math cut scores to lower scores on all exams- allows students to choose higher classes with lower test scores.  
Implemented as a result of a review of scores, placement and recommendations of cut scores from ACT (ASSET parent) |
| March 1, 2008   | Students’ success in math classes has dropped. IC’s decide to eliminate decision zones for all subjects’ cut scores                             |
| Spring 2009     | Students still not successful in math classes. ALEKS pilot proposed by faculty for more accurate assessment. ALEKS is not multiple choice, requires students to calculate answers to open ended questions |
| Fall 2009       | **ENG cut scores revised and ENG course numbering changed to match RDG sequence. ENG071 changed to ENG091; ENG071 is new course at lowest level of ENG placement (071-081-091-101)** |
| Fall 2009       | Begin pilot at EMCC to use ALEKS for math placement except for Ability to Benefit students; disproportionate # of students place into lowest math courses |
| 2010            | Transition year for ALEKS – all colleges implement by Fall 2010                                                                                   |
| Spring 2011     | ALEKS scores added; used for placement at all colleges                                                                                           |
| Spring/Summer 2012 | ALEKS discontinued as of Feb 1, 2012. Test is difficult to administer and places students too low.                                                 |
| Fall 2013       | Changes to cut scores for math, raising cut scores by 10-20 points for some placement levels; more students test into dev ed math as a result       |
| Summer/Fall 2013| Math Modules proposed – development and implementation planning begins - **testing and implementation still delayed**                               |
| Fall 2014       | Accuplacer scores adjusted to indicate lowest possible score is 20 on all tests except Writeplacer;                                                |
| Fall 2015       | Math eliminates MAT102, replaces it with MAT112 which requires MAT09x as a prerequisite.  
Math eliminates Mat12x as prerequisite for MAT14x. Sequence is now MAT08x-09x-14x |
<p>| Fall 2016       | Multiple measures for math implemented at EMCC (previously piloted at other MCCCD’s)                                                            |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>Placement will primarily by high school GPA for traditional students. Stand alone developmental classes will not be offered as college level courses will include extra support or a corequisite for students placing developmental.</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>Pilot Dev Math MAT08X-MAT12X=MAT122 and MAT091-MAT14X=MAT142</td>
</tr>
<tr>
<td>Summer 2019-Fall 2019</td>
<td>No longer offer Developmental Math now part of math courses MAT126 (STEM pathway) to MAT151 and MAT146 (Liberal Arts Pathway)</td>
</tr>
<tr>
<td>Summer 2020 (as of 8/13/2020)</td>
<td>Added EdReady placement in English, Reading and Critical Reading and Critical Thinking Placement, Quantitative Reasoning, Alg and Stats Placement, College Algebra Placement</td>
</tr>
</tbody>
</table>

Temporary COVID-19 exceptions are highlighted below.

COVID-19 exception - HS transcripts that are more than 10 years old may be used for placement into English and Reading courses. The 10 year limit still applies, however, for mathematics placement and the Student Success Course exemption.

Continued alterations in placement tools and cut scores promote increased difficulty in scheduling appropriate math courses often due to systematic changes in placement rates. Frequent changes to placement instruments also impacts success and developmental success in subsequent college level classes.

**Covid Impact on Recent High School Graduates and overall enrollment:**

In the fall 2020 EMCC recorded a decline in enrollment from the vast majority of EMCC feeder high schools. A prime reason for the decline is that younger students prefer face-to-face instruction. COVID-19 procedures also impacted the supply of in-person classes as well as class capacity (approximately a 50% reduction in classroom capacity limits). This is a trend nationwide and may represent extended enrollment declines as the Pandemic rages on. The 45th day report for the fall 2020 also shows a decline in all youth markets (age 24 and under). Adults 25-39 declined at much lower rate as compared to the youth market as they are more likely to enroll in online courses. Overall enrollment declined by 13.4% in the fall 2020.
Recent High School Graduates EMCC BT (Beginning of Term) as of 8/31/2020

Enrollment by High School with HSD (High School Diploma)

Source: EMCC Office of Planning and Institutional Effectiveness. Data accessed from the MCCCD Institutional Research Data Warehouse using the Students & Student Classes tables Fall 2020 students coded with High School Diploma (HSD) as of 10/5/2020.

Students are automatically coded currently in high school (CHS), this data reflects students that have provided an official high school transcript=HSD High School Diploma BT as of 8/31/2020, HS=High School Diploma Grad Year =2019 for Fall 2019 and 2020 for Fall 2020.

<table>
<thead>
<tr>
<th>High School</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th># Difference</th>
<th>% Difference</th>
<th>HS District</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAEC - Avondale Campus</td>
<td>6</td>
<td>3</td>
<td>-3</td>
<td>-50%</td>
<td>Charter</td>
</tr>
<tr>
<td>Agua Fria High School</td>
<td>91</td>
<td>49</td>
<td>-42</td>
<td>-46%</td>
<td>Agua Fria High School District</td>
</tr>
<tr>
<td>Buckeye Union High School</td>
<td>44</td>
<td>35</td>
<td>-9</td>
<td>-20%</td>
<td>Buckeye Union High School District</td>
</tr>
<tr>
<td>Copper Canyon High School</td>
<td>55</td>
<td>26</td>
<td>-29</td>
<td>-53%</td>
<td>Tolleson High School District</td>
</tr>
<tr>
<td>Desert Edge High School</td>
<td>73</td>
<td>38</td>
<td>-35</td>
<td>-48%</td>
<td>Agua Fria High School District</td>
</tr>
<tr>
<td>Dysart High School</td>
<td>29</td>
<td>21</td>
<td>-8</td>
<td>-28%</td>
<td>Dysart Unified District</td>
</tr>
<tr>
<td>E-Institute</td>
<td>2</td>
<td>0</td>
<td>-2</td>
<td>-100%</td>
<td>Charter</td>
</tr>
<tr>
<td>Estrella Foothills High School</td>
<td>54</td>
<td>44</td>
<td>-10</td>
<td>-19%</td>
<td>Buckeye Union High School District</td>
</tr>
<tr>
<td>Estrella High School</td>
<td>2</td>
<td>0</td>
<td>-2</td>
<td>-100%</td>
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</tr>
<tr>
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<td>1</td>
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<td>2</td>
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</tr>
<tr>
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<td>42</td>
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<tr>
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<td>100</td>
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<td>25%</td>
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<td>-21%</td>
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<tr>
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</tr>
<tr>
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<td>22</td>
<td>-4</td>
<td>-15%</td>
<td>Charter</td>
</tr>
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<td>82</td>
<td>44</td>
<td>-38</td>
<td>-46%</td>
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</tr>
<tr>
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<td>5</td>
<td>1</td>
<td>-4</td>
<td>-80%</td>
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<td>16</td>
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<td>-20%</td>
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<tr>
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<td>12</td>
<td>150%</td>
<td>Charter</td>
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<td>3</td>
<td>-2</td>
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<td>86</td>
<td>3</td>
<td>4%</td>
<td>Agua Fria High School District</td>
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<td>1</td>
<td>0</td>
<td>0%</td>
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<td>Other HS</td>
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<td><strong>1325</strong></td>
<td><strong>983</strong></td>
<td><strong>-342</strong></td>
<td><strong>-26%</strong></td>
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<td><strong>814</strong></td>
<td><strong>-299</strong></td>
<td><strong>-27%</strong></td>
<td><strong>EMCC Feeder HS Total</strong></td>
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# Estrella Mountain Community College Demographics

## 45th Day Headcount Comparison - Fall 2019 vs. Fall 2020

<table>
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<th>Academic Load</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Change</th>
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<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
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<tr>
<td>Full-time</td>
<td>3,258</td>
<td>32%</td>
<td>2,681</td>
</tr>
<tr>
<td>Part-time</td>
<td>6,862</td>
<td>68%</td>
<td>6,087</td>
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</table>

*Full-time students represented the greatest percentage decline. Much of this decline is caused by new and continuing students 24 and younger. Younger students are more likely to take full-time schedules.*

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Change</th>
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<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>American Indian</td>
<td>106</td>
<td>1%</td>
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</tr>
<tr>
<td>Asian</td>
<td>343</td>
<td>3%</td>
<td>318</td>
</tr>
<tr>
<td>Black/African</td>
<td>677</td>
<td>7%</td>
<td>581</td>
</tr>
<tr>
<td>African American</td>
<td>5,734</td>
<td>57%</td>
<td>4,826</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,622</td>
<td>26%</td>
<td>2,397</td>
</tr>
<tr>
<td>White</td>
<td>384</td>
<td>4%</td>
<td>380</td>
</tr>
<tr>
<td>Two or More</td>
<td>254</td>
<td>3%</td>
<td>173</td>
</tr>
</tbody>
</table>

*The decline in underrepresented minorities (American Indian, Black, and Hispanic) represented the greatest decline compared to the prior fall term. Hispanic students represented both the greatest percentage decline (16%) and absolute decline (908 students). This is consistent with national trends showing COVID-19 has had the most negative impact on people of color.*

<table>
<thead>
<tr>
<th>Primary Time of Attendance</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Day</td>
<td>6,686</td>
<td>66%</td>
<td>2,078</td>
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<tr>
<td>Evening</td>
<td>1,312</td>
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<td>370</td>
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<tr>
<td>Non Traditional (Online)</td>
<td>1,786</td>
<td>18%</td>
<td>6,239</td>
</tr>
<tr>
<td>Weekend</td>
<td>336</td>
<td>3%</td>
<td>81</td>
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</table>

*Due to COVID 19, the vast majority of all classes were offered in an online format. This has resulted in nearly 3 out of 4 students (71%) taking the majority of their classes online.*
Estrella Mountain Community College Demographics
45th Day Headcount Comparison - Fall 2019 vs. Fall 2020

<table>
<thead>
<tr>
<th>Headcount</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>New</td>
<td>3,646</td>
<td>36%</td>
<td>2,758</td>
</tr>
<tr>
<td>Former</td>
<td>1,315</td>
<td>13%</td>
<td>1,208</td>
</tr>
<tr>
<td>Continuing</td>
<td>5,159</td>
<td>51%</td>
<td>4,802</td>
</tr>
</tbody>
</table>

While new, former, and continuing students all showed declines, new students represent the highest percentage decline (24%) and greatest absolute decline (888 students). COVID-19 appears to challenging our new population the most.

<table>
<thead>
<tr>
<th>Headcount</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Enter or Advance in Job Market</td>
<td>2,280</td>
<td>23%</td>
<td>1,933</td>
</tr>
<tr>
<td>High School Dual Enroll/Concur</td>
<td>2,391</td>
<td>24%</td>
<td>1,922</td>
</tr>
<tr>
<td>Personal Interest</td>
<td>298</td>
<td>3%</td>
<td>377</td>
</tr>
<tr>
<td>Skills without Degree/Cert</td>
<td>135</td>
<td>1%</td>
<td>110</td>
</tr>
<tr>
<td>To Meet University Requirement</td>
<td>129</td>
<td>1%</td>
<td>180</td>
</tr>
<tr>
<td>Transfer to College/University</td>
<td>3,983</td>
<td>39%</td>
<td>3,538</td>
</tr>
<tr>
<td>Transfer without Degree/Cert</td>
<td>333</td>
<td>3%</td>
<td>188</td>
</tr>
<tr>
<td>For another Maricopa college</td>
<td>221</td>
<td>2%</td>
<td>247</td>
</tr>
<tr>
<td>Unknown</td>
<td>350</td>
<td>3%</td>
<td>273</td>
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</table>

Transfer without a degree represents the greatest percentage decline (44%) and transfer to a college/university represents the absolute greatest decline (445 students). High school dual enrollment is also down significantly as a reason for enrollment. Please note: High School Dual Enrollment represents both former and current dual enrollment students. Some dual enrollment students who graduate from high school and attend EMCC often do not change their enrollment intent unless they apply for financial aid which requires a major.
## Estrella Mountain Community College
### 45th Day Enrollment* - All Enrollment
**Fall 2019 vs. Fall 2020**

*enrollment may be duplicated within a prefix when a student takes more than one course in the same prefix

<table>
<thead>
<tr>
<th>Division</th>
<th>Subject</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Total Diff F19-F20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ARH</td>
<td>139</td>
<td>149</td>
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</tr>
<tr>
<td></td>
<td>ART</td>
<td>168</td>
<td>174</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>CRW</td>
<td>73</td>
<td>63</td>
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<tr>
<td></td>
<td>DAH</td>
<td>60</td>
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</tr>
<tr>
<td></td>
<td>DAN</td>
<td>86</td>
<td>22</td>
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</tr>
<tr>
<td></td>
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<td>2,390</td>
<td>-627</td>
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<tr>
<td></td>
<td>ENG-DEV</td>
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<td></td>
<td>-118</td>
</tr>
<tr>
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<td>448</td>
<td>354</td>
<td>-94</td>
</tr>
<tr>
<td></td>
<td>HON</td>
<td>57</td>
<td>91</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>HUM</td>
<td>224</td>
<td>265</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>MHL</td>
<td>302</td>
<td>220</td>
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<td>8</td>
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<td>-13</td>
</tr>
<tr>
<td></td>
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<td>7</td>
</tr>
<tr>
<td></td>
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<td>3</td>
</tr>
<tr>
<td></td>
<td>THF</td>
<td>9</td>
<td>39</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>THP</td>
<td>77</td>
<td>29</td>
<td>-48</td>
</tr>
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<td></td>
<td>SWU</td>
<td>150</td>
<td>128</td>
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<td>7</td>
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<td>-169</td>
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<td>29</td>
</tr>
<tr>
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<td>-23</td>
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<td>26</td>
<td>-3</td>
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<tr>
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<td>586</td>
<td>-77</td>
</tr>
</tbody>
</table>
## Appendix C: EMCC Planning Documents

### ESTRELLA MOUNTAIN COMMUNITY COLLEGE

**STRATEGIC AND INSTITUTIONAL PLANNING DOCUMENTS**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>TITLE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. 1</td>
<td>Planning Directions: A Conceptual Framework for Planning</td>
<td>August, 1989</td>
</tr>
<tr>
<td>No. 2</td>
<td>West Valley Community Education Needs Assessment</td>
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