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The following is a report of enrollment and institutional efficiency and effectiveness as required by the policies of Mohave County Community College District Board of Governors. This information is submitted by the President to the Board at its last regularly scheduled meeting of the 2013-14 fiscal year. The enrollment data has not been audited and does not represent additions or deletions occurring between June 1 and June 30, 2014. The final report will be sent to individual board members by U.S. mail when the enrollment data is finalized.

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**Executive Vice President**

The Executive Vice President (EVP) serves as the chief fiscal officer of the college district. As such, the office oversees and is responsible to the President for the support of the delivery of financial and business services, which includes the audit, budget, procurement, receivables and payables; human resources including risk and crisis management; and other related functions including administrative computing, which moved from student services management in the spring of this year.

In February, 2014, EVP Lynn Cundiff retired after six and one half years with the college. Dr. Cundiff, a visionary with a vast amount of higher education administration experience, was a mentor to many of the college’s professional staff and will be missed. Among other accomplishments, Dr. Cundiff moved Lake Havasu Campus art students out of the old San Juan building and into a contemporary arts and technology building on the west end of that campus; moved the college forward in an enterprise risk management process that allows the college to look at risk management strategically, and established a comprehensive fee review process.

**Financial Services**

The 2013-2014 year was characterized by consolidating staffing and workload throughout the department and laying down the foundation for major process changes to support the strategic plan. The department absorbed the loss of a long-time budget director but has shifted duties and sought improvements to obtain a sustainable staffing model in the office. Improvement efforts have been geared toward not only achieving operational efficiencies within the department but helping other departments across the institution achieve the strategic plan objectives by removing barriers and reducing the amount of overall time spent on business office transactions.

Financial Services successfully completed the 2012-13 external audit. Unlike prior years when private firms were contracted to perform audit services, the Arizona Auditor General’s office served as the lead auditors for this audit. The audit was very thorough and resulted in three findings specific to the business office. Though the findings were negative, it led to improved processes and tighter controls to be implemented through the business office and committee structure. One finding which centered around an improved, formalized approval process for creation of the financial statements will be addressed through collective review by the Finance, Facilities, and Audits committee. A quarterly review process from the business office incorporating campus leadership will address a finding related to improving capital asset management. Finally, a finding citing weakness in software permissions and control over access was address with a comprehensive rebuild of database access and permissions. A documentation process has been created to track any and all changes to system access.

December 2013 saw the departure of the College’s long-time budget director. Budget duties were consolidated with departmental management duties under the Associate Dean of Business.
The transition period was used as an opportunity to pursue automation and planning improvements in the budget area.

The department began implementation of a P-Card (bank issued purchasing card) program in full measure. The program has potential to drastically improve the speed of purchasing and reduce the volume of processing required for business office staff freeing users outside of financial services to pursue strategic plan objectives. P-Cards allow for immediate purchase of needed supplies without a lengthy purchase order process enabling the business office to focus on auditing and ensuring accuracy.

The Financial Services department prides itself of the volume and quality of work it processes while maintaining a minimal level of staffing. Process improvement continues to be at the forefront of the department’s effort not only to ensure the staffing model remains sustainable but also to help other departments achieve strategic plan goals with minimal required processes from business office.

The department has also taken on the challenge of ensuring payroll and personnel policy and practice are in line with the Affordable Care Act. With incomplete implementation and changing priorities surrounding the law the department has teamed with Human Resources to stay abreast of changes and the impact on operations and budget.

Physical moves have followed as the Bursar’s moved back into the business office building with the end goal of improved synergy between all sub departments of the business office. A greater emphasis on cross-training has been prioritized in an effort to shore up all processes and create a stronger, more seamless department.

Financial Services at MCC plans to expand and solidify the major projects taken on during 2013-2014. Particularly, P-Cards are to be distributed to all budget managers with full system implementation to complete the transactions within the accounting system. The department plans to determine the resulting equilibrium level regarding workloads within the office and adjust the process accordingly.

The department will expand the vendor onboarding process to require registration forms with ensure W-9 IRS compliance, accurate direct deposit information to support the push to electronic payments, and categorization of vendor products and services. The categorization is to be housed in the current software system and serve as a means for direct email solicitation of quotes and bids that can be targeted to the job at hand. With a comprehensive list of vendors consistency of message and fairness can be better regulated and time and effort for end users will be reduced.

The Controller and Bursar will lead efforts to produce definitive reporting processes to ensure compliance with the Affordable Care Act and PCI (Payment Card Industry) respectively. These two areas have seen substantial changes and increasingly aggressive enforcement efforts that require advanced attention from the business office and related departments.
Jenzabar will be releasing version 5.0 which holds significant changes in the accounts receivable area. Based on early descriptions of the capabilities there are numerous possibilities for improvements to student charge generation, financial aid interfacing, and accounts receivable matching and reporting. This upgrade suggests a major shift in processing for the department. The department will continue to develop financial reporting and modeling to strategically use funds. Included in the effort will be a deeper emphasis on treasury management with tighter cash control and projections and more strategic investment of idle funds.

**Controller**

**Payroll**
The payroll department continues to operate with great efficiency while becoming more paperless and seeking automation in new areas. Further use of Nolij document managing software reducing paper processing in all human resources related payroll documents. In partnership with Human Resources and Administrative Computing the department created automated script processing for rolling over benefit and salary/position information when changing fiscal years. This automation reduces the immense burden on staff during fiscal year roll over when new employment agreements, benefits, and audit adjustments must all be handled during a small window of time.

**Accounts Payable**
The department will be most heavily affected by the implementation of a P-Card program. The P-Card program is designed to replace the more lengthy, document intensive purchase order process for relatively lower dollar amount purchases. Nearly 65% of purchase orders processed by the Financial Services department this year were under $1,000. By empowering budget managers to make these purchases directly with P-Cards, daily processing for both the business office and end-users is expected to be greatly reduced. Budget managers can obtain needed supplies and services faster and the business office needs only to audit and upload the activity without the processing of back-end vendor payments.

Electronic payments have been processed via direct deposit to employees for reimbursement for several years. During the 2013-2014 year the department implemented electronic payments to outside vendors. The process for vendors includes an automated email remittance notification which includes invoice information. This payment method coupled with P-Card implementation is expected to sharply reduce volume and effort in processing payables.

**Accounting and Finance**
The department addressed the 2012-2013 audit findings by improving the capital assets management process and shifting approvals of changing in asset disposition to the committee structure. The Facilities, Finance and Audit committee will take on more formal approval of the financial statements and CAFR (Comprehensive Annual Financial Report) to ensure the Auditor General is satisfied with progressive levels of document ownership.
The CAFR for 2012-2013 was again awarded the Certificate of Excellence in Financial Reporting. The department utilized the financial statements and other internal reporting to make recommendations to the Governing Board to pay off the remaining bond debt and consider use of fund balance to invest in new construction.

**Bursar**

This year the Bursar’s office increased the level of collaborative process change with the Financial Aid Office. There were numerous streamlining results for disbursements and tracking as well as the creation of a monthly reconciliation processes for R2T4 (Return to Title IV) transactions. Internal processes were analyzed to seek better operation efficiency. Time and effort savings were identified in the areas of third-party processing, financial aid disbursements, and collection balancing. The Bursar’s office continues to be leaders in the college in using Nolij to create and maintain paperless solutions to everyday work.

The Bursar has implemented a pilot project to open up internal payment plans to summer school students this year which greatly increased the complexity of tracking and timing. This project underscores the Bursar Office’s continual effort to improve operations while keeping students first.

**Procurement**

During the 2013-2014 the office of procurement saw all major procurement, purchasing, and contract responsibilities consolidated under the procurement manager within the business office. The department released numerous RFP’s (Request for Proposal) and other requests throughout the year including a major roofing project in Bullhead City, financial aid verification software, and paving and remodeling projects across all campuses. With increasing demand on procurement services the department has begun implementation on an improved timeline and process for all requests. The department has adopted a timeline that allows for full participation of all involved parties for the creation of procurement requests and has outlined all areas of risk and ensured the integrity of the process remains intact throughout to avoid every increasing scrutiny on public purchasing processes.

Additionally, the department has begun expanding vendor education and onboarding beginning with a college-hosted vendor workshop on all four campuses. The workshop was an open invitation for vendors to learn more about what procurement rules the college is required to follow and how purchasing decisions are made.

**Budgeting**

With budget duties shifting to the Associate Dean of Business several areas were identified for possible improvements. Previously, each budget manager produced an Excel file that had to be manipulated and compiled with all other requests. In preparation for 2014-2015 budget requests were captured directly into Jenzabar through an automated form using Nolij. Several strategic budgeting approaches were also analyzed to provide more deliberate and targeted planning in the areas of capital debt, new construction, and deferred maintenance.
Project tracking functionality in the current software system was also implemented in the area of grant accounting in order to create real-time reporting on grant specific cost centers and objectives. The improvement will allow the administration of grants to focus on front-end, effective planning for funds and not on back-end, required accounting.

**Human Resources**

Throughout the 2013-2014 year, Human Resource’s focus was on improving employee resources to ensure success. The year brought great opportunities to improve services to employees and the administration. Most notably, the benefit specialist was able to provide one-on-one assistance to a number of employees, resolving medical insurance billing issues and clarifying insurance processes.

Members of the department are consistently involved in local and state professional organizations, representing Mohave Community College and keeping abreast of best practices and the changing landscape of in the field of human resources. Human Resources has a great team who puts employees first and pulls together to overcome challenges.

**Recruiting**

Human Resources continues to refine and expand the functionality of the NeoGov online applicant management system. Since July 1, 2012, Human Resources has received and reviewed 1,908 applications for employment for 112 job vacancy postings. On the average, three candidates were interviewed for each position for an estimated total of 336 interviews over the course of the year. In addition, 725 job interest cards were collected electronically, allowing the recruiter to notify interested candidates when appropriate positions become available. The Human Resources Department continues to strive to ensure the most qualified applicants are hired to fill Mohave Community College’s vacancies and a timely and efficient manner.

**Professional Development**

In September of 2013, Human Resources announced the new professional development program which included a required number of professional development hours per year for employees. In order to facilitate accurate recording of professional development activities, Human Resources built and released an online form which provided a more efficient and effective means of recording professional development hours. Human Resources also created an online report writer, housed on JICS, to allow employees to retrieve the employees own professional development report at any time.

Since July 1, 2013, employees logged over 11,400 hours of professional development (almost double the number of hours recorded last year), primarily provided by activities organized and hosted by Human Resources. Employees were able to fulfill professional development requirements by participating in the All Staff Day event which occurred on the Tuesday following the Labor Day holiday.
Employees had the opportunity to participate in webinars provided monthly by Alliance Work Partners, MCC’s employee assistance provider, on a number of personal and professional topics.

Employees also had access to MCC’s Skillport system, an online learning library where employees can choose topics of interest for development. After the end of the spring semester, Management Training will be held, providing opportunities for those employees who manage personnel to participate in management focused sessions and workgroups.

**Procedures**
During the year, Human Resources continued to update and revise employment related procedures to ensure compliance with laws and regulations while modernizing and improving processes and practices. Most notably, Human Resources undertook a major revision to the hiring process and continues to work with the Executive Vice President and the Business Office to ensure compliance with the Patient Protection and Affordable Care Act.

**Associate Faculty Database**
Human Resources has recently completed an update of the associate faculty database and hiring process, allowing campus leaders to more easily search for and hire qualified associate faculty member. Training on the use of the system will take place over the summer and full implementation is expected in time for the fall semester.

**Online On-boarding**
An online employee onboarding program is nearing completion and implementation is planned for July 1, 2014. The first day of employment will be scripted in order to provide a consistent first day experience for all new employees, regardless of assignment. New employees will be able to receive on-boarding services and training at the time of hire without having to travel to a central location. Automating at least some aspects of the new-hire process can help provide a better onboarding experience that requires less staff time and often less expense. Online onboarding can address these expenses through an affordable, flexible system that requires little internal maintenance or support.

**Employee Resource Library**
Human Resources is developing an employee resource library to be completed during the summer months. The library will include various manuals and information needed by employees, such as the employee handbook, faculty handbook, and various process guides. Documents will be converted to Flash books, allowing employees to easily search, bookmark, print or share information from the library. It is hoped that a single online library containing resources and tools for employees will assist in employee engagement and satisfaction.

**Wellness**
Human Resources will continue to refine and craft an employee wellness program that will provide employees with resources and tools necessary to ensure health lifestyle choices.
During the past year, employees participated in the health screening assessment, including a complete blood panel, to provide employees with important information for management of health through early detection and identification of risk factors and the “Healthy You, Safe You” program offered through the employee health insurance program. The plan will grow over the next year to include other health resources and incentives to employees.

**Diversity**

Diversity statistics regarding staff and applicants is as follows:

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<th>Employees by gender and race/ethnicity 2013-2014</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
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<tr>
<td>Black or African</td>
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<td>Hispanic or Latino</td>
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<tr>
<td>American Indian/Native American or Alaskan Native</td>
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<td>Native Hawaiian or Other Pacific Islander</td>
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<tr>
<td>White/Caucasian</td>
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(Did not respond to demographic collection – 109)
Administrative Computing

The Administrative Computing office consists of a team of four technology professionals who are the application level technology experts. This team not only understands the way the main software packages at the college work, but also the back end structure of those software packages, the technology required to run the software, and the expertise needed to modify and enhance those software packages for the end users. The team provides innovative solutions to improve the efficiency and quality of service throughout the college. In addition, the team maintains and upgrades the various software that the college uses; maintains the security and integrity of the databases where the college data is stored and maintains the backups and log files for the sql servers.

Many upgrades were administered throughout the course of the year, and some of the major benefits from those upgrades included improvements in IPEDS data collection, a new interface for adding portlets to the JICS portal, better formatting for 1099s, W-2 updates, addition of drag-and-drop functionality to Nolij Web, and a return to Title IV processing in PowerFAIDS.

This year the team was faced with a state audit finding that the granting of users’ (MCC employees) permissions in the college’s data enterprise system were not fully documented as to who reviewed and signed off on the various permissions. During the course of the year the team tried several ways to simplify the assigning of permissions in a way that might facilitate the actual process of approving permissions. This task was only one of many the team took on in responding to college staff and departments; other departments received assistance in rolling staff data from one fiscal year to another, in streamlining the transfer request process, in assisting with the new web-based non-credit registration process, in starting the process with Microsoft products to move to forms that are not only fillable but can be routed to each individual who is part of a given process, ending up with the actual electronic storage of the completed form and process.

Throughout the new fiscal year, Administrative Computing, in conjunction with the IT Department, will be continuing to develop the new SharePoint site. Once the InfoPath forms have had necessary data connections and workflows added, the forms will be made available to the public, students, or staff, as appropriate, which should serve to streamline many forms processes and reduce data entry. Once completed, the two departments will work together to add document versioning and retention functionality to SharePoint, to ensure recognition of the most current versions of many important documents, and will explore additional SharePoint features.

The department will also continue creating mashup screens and workflows in Perceptive Nolij Web to make user processes more streamlined, which should provide more efficient services to the students. It will also work toward implementing data entry, tracking and document storage processes in Nolij for Disability Services and Grievances.
In the summer of 2014, Administrative Computing will be working on implementing a very large upgrade to Jenzabar EX that will provide many new features for the business office, as well as improved features for each module. The upgrade process will require migrating all of the InfoMaker pbl files as well as upgrading the server from Windows 2008 Server to Windows 2012 Server and SQL 2008 to SQL 2012. Once the test server is upgraded, the testing procedure for all modules will begin, with more testing time allotted because the usual two weeks will not be sufficient. At this time the team is looking to the time between the close of the fall semester and the spring semester start-up as a likely time to perform the upgrade.

Permissions
In response to the state audit finding that the College needs to improve its Jenzabar permissions process, the team initially moved permissions to groups of similar job positions, in hopes of simplifying administration of the permissions. Unfortunately, budget permissions didn’t stack appropriately, so the team was faced with resetting permissions based on individual Position Control Numbers (PCN), which was similar to assigning permissions by name. All permissions have been moved to this system, and all special permissions have been reviewed by an identified group of data managers, including managers from student services (registration, enrollment, admissions), human resources and the business officers. Basic PCN permissions are scheduled to be reviewed by Jenzabar module managers this summer. Once basic permissions have been established for each PCN, any change to a PCN set of permissions will be required to be supported by supervisor, meta module managers and executive vice president sign off. Documentation of all PCN permissions and permission enhancements will be stored in an HR file and in an administrative computing file.

Fiscal Cycle Rollover
The Administrative Computing team assisted Human Resources with rolling positions, salaries, benefits, and other pertinent information from the previous fiscal cycle into the new fiscal cycle. In the process, many positions that had been vacated in past years were made inactive, which created a cleaner data view in Jenzabar and helped streamline the rollover process for the next fiscal year.

Transcripts
The department also finished automating the transcript request process utilizing Perceptive Data Transfer. This process handles all of the transcript requests from the National Student Clearinghouse (NSC), and it saves many hours of manual entry on a daily basis.

NSC Portlet
There was also a major upgrade for the NSC process inside of Jenzabar and JICS. Administrative Computing worked with the registrar’s office and Institutional Research (IR) in order to rework some of the scripts and JICS components to comply with the changes required by the NSC. As part of this, the NSC portlet was added to JICS to allow students to access this functionality without actually logging in a second time or browsing away from the MCC portal.
Active Data Calendar: registering non-credit students
Administrative Computing researched and implemented an alternative for registering students who wished to sign up for non-credit classes. An additional module of the Active Data Calendar was purchased, which handled all of the registration needs online, including payments, record-keeping, and course information. The new process enabled non-credit students the ability to complete the registration process online instead of having to register in person while utilizing software the college was already familiar with.

Student Behavior Alerts
A behavior alert process was set up in Perceptive Nolij Web that allows the campus deans to record behavior incidents and findings all in one database. The behavior alerts can easily be viewed by appropriate administrators. Reports for tracking the behavior alerts can also be run thru Jenzabar.

Allied Health Document Storage
The Physical Therapy Assistant (PTA) and Nursing Departments were brought live on Perceptive Nolij Web to assist with document storage and indexing processes, and a facilities workflow was implemented that allows the approvals of the facilities project sheets to flow automatically to each approver in the process, thus eliminating a lot of hand-carried documents. Several cross-departmental workflows were implemented allowing documents to be scanned and indexed by one department and then moved to a second department for review.

Mashups
Administrative Computing created several “mashup” screens in Perceptive Nolij Web. The drop process, academic standing, budget projections, advising snapshot, financial aid snapshot and behavior alerts all involve mashup screens. Mashups pull data from Jenzabar and PowerFAIDS allowing the users to go to one screen in Nolij to verify student information instead of going to many different screens. The mashup screens also allow for data entry where data can be entered in Nolij and stored in the Jenzabar database. Through the use of the mashup screens, administrative computing was able to bring all of the resident faculty on board with Perceptive Nolij Web.

Electronic Forms
Administrative Computing researched InfoPath 2013, part of the Microsoft Office Suite, as a cost-effective electronic form solution. The team taught approximately thirty employees how to use InfoPath to design forms, which enabled staff members to re-create most of the forms that were housed in the employee forms repository, as well as some student forms. Those forms will be published to a SharePoint 2013 site, which will give people the ability to fill out the forms using a browser. Then SharePoint will route them in a workflow to the proper people for approval or will write the new information to the database to eliminate manual entry.
**Accounts payable process**
This process was improved by an addition of a mail merge, which emails all of the payment recipients with pertinent transaction details.
The result of this addition was an overwhelming positive response from those who received the notifications, and the accounts payable department realized a reduced volume of electronic payment phone inquiries.

**Single Sign-On**
The team also worked in conjunction with the Information Technology Department to update the scripts for single sign on to allow access for students no longer enrolled to see unofficial transcripts, 1098-Ts, and other pertinent information.

**Transfer Opportunities**
The Arizona State University TAG Program process was improved by the department, as well. Scripts were written, and Jenzabar was modified to create a document that will transfer the files from MCC to ASU for the TAG program on a weekly basis.

**JICS (Web-based access to relevant Jenzabar data) Functionality**
Administrative Computing provides assistance with JICS functionality, and one of the most important improvements was the ability to collect graduation applications online. This has saved the registrar quite a bit of time with getting the applications collected and approved. Using this form allows for the data entered by the student to be pushed directly to Jenzabar, eliminating manual data entry, and allowing for better reporting from the Registrar.

**Student withdraws**
The withdrawal process has also been added to JICS. This allows the student to submit the first form for withdrawing from a course, and then informs them of the next steps. This improvement takes quite a bit of work away from staff in processing incomplete forms and puts the burden back on the student to provide the needed information and complete the process.

**Electronic Course Evaluations**
With the JICS 7.5.5 upgrade, Administrative Computing was able to implement the CoursEval product, which provides for course surveys to be distributed automatically for each student. Students may then complete them inside of JICS and the results can be compiled by the IR Department.

**Student Financial Aid Verification**
At the time of this writing, the final pieces are being put into place for two other changes. One is for Social Security Number verification from PowerFaids to Jenzabar EX. The report and functionality is in place, but minor modifications to improve functionality are being completed. Pulling Citizenship information from PowerFaids to EX is the other automation. This has been written and tested. The final implementation should be completed before the end of May. After that only minor functionality modifications should be needed.
Along with that, the team is working with Financial Aid to implement a new verification process through a verification product called Regent that will send student data to Regent for verification and will update the status in Jenzabar.

**Numbers**

Instruction

For the Office of Instruction (OOI), academic year 2013-14 has been a year of initiatives and pilots. Initiatives and pilots were focused on moving the metrics in Access, Retention, and Completion. To improve Access, the OOI explored the option of offering a Massive Open Online Course for student success that would offer potential college students access to a free, self-paced course covering topics ranging from orientation to graduation. Although the initiative was placed on hold while the business model is developed, the entire course structure and content for Student Success 103 was redesigned to include Open Educational Resources and will be used this fall.

A second initiative to improve Access and Retention was the implementation of Open Educational Resources (OER). In December, the faculty was asked to identify one course per discipline to implement OER materials. During the spring semester, faculty worked with Don Weide and CELT to research, revise, and re-cycle OER’s. In late March, the college hosted a special workshop led by Dr. Gaudet and Dr. Young from Scottsdale Community College who has been using OER’s for the past five years and are on track to save SCC students five million in five years. The workshop allowed MCC faculty to learn about the variety of resources available for developing OER’s.

A third initiative to improve Retention and Completion was program mapping for all degrees and certificates. The OOI, including the Director of Student Learning Initiatives and Coordinator of Curriculum and Articulation worked with department chairs to develop a road map from semester one to the last semester for each degree and certificate. The next step will be to begin curriculum mapping to align all courses within a program to the newly defined General Education Philosophies.

This year the OOI also worked with the faculty to define the General Education Philosophies and to identify the General Education Competencies in the fall semester. This laid the foundation for planning assessment beyond the Writing Across the Curriculum project currently in its third year. Currently assessment practices are being further defined by each department.

The new pilots for 13-14 also focused on student success. The Math Department piloted a new math course and an alternative pathway for transitional courses. MAT099A was well received by students in the fall semester. Early reports indicate that students were successful with 71% passing and 85% returning for spring. This was 20 percentage points above TRM courses. Using Math Literacy for College Students completed its second semester in the pilot process and data will be reviewed at the end of the spring semester. The alternative scheduling for TRM 090/091 was also offered in the fall. This pilot resulted in 56% of the students passing. Both pilots will be reviewed and data analyzed for future application.
There were a few pilots that began last year that have shown great results. ACRES (Academic Curriculum Review and Evaluation System) is now fully utilized to review all curriculum packages through a routing chain that includes assessment, financial aid office, and the curriculum committee. This year was also the first year that five departments participated in the Periodic Program Review (PPR). Five more departments were identified to begin PPR in August 2014. The goal is to have an Assessment Fair August of 2015 to showcase the PPR reports and to showcase the WAC project results. It will be time to celebrate years of hard work aimed at improving instruction. There was also a focused effort to increase Access through the use of Collaborate software that gives faculty the ability to teach across campuses and beyond the county borders to instruct in courses that were historically limited to one campus. The Center for Excellence in Learning and Learning (CELT) will be leading the expansion of this modality to continue to increase opportunities for all students.

The long awaited Health Information Technology (HIT) degree was finally revised to wed two aspects of this degree, computer technology and healthcare programs and was offered beginning in the spring semester. The new degree combined the Computer Information Systems courses and the Medical Assisting courses that give students the opportunity to work with healthcare technology. This new degree shows the strength of two departments collaborating to increase completion for MCC students.

The Office of Instruction collaborated with Northland Pioneer College to host the second annual Arizona Summit on Developmental Education in November. The continued success of this summit was evident by the enthusiasm of the presenters and participants. The next summit will be hosted by Pima CC in fall. The next project will be to develop articulation pathways for developmental courses between colleges. This will increase transfer students’ Access to MCC.

What follows are the individual reports of the areas within the Office of Instruction. Many of the previously mentioned pilots and initiatives will be expanded upon in the individual reports. What is not stated directly is the level of dedication and passion the faculty and directors in each of these areas demonstrate on a daily basis.

**Curriculum and Articulation**

**ACRES (Arizona Curriculum Review Evaluation System) Summary**

The Office of Instruction – Curriculum and Articulation department reviewed and processed the following submissions:

- 121 curriculum course package submissions; 90 approved course package submissions
- 18 course retirements
- 1 new program
- 29 program modifications
- 1 program retirement
- 416 textbook inventory forms
The Curriculum and Articulation department worked closely with Assessment (under the leadership of Rosemarie LeFebvre) in order to ensure all course package submissions had measurable goals and competencies. The above submissions were then sent to Curriculum Committee for further review. All approved curriculum submissions were submitted to state universities (NAU, ASU, and U of A) via ACETS (Arizona Curriculum Equivalency Tracking System) for further evaluation and processing.

Catalog Summary

On April 21st, a working draft of the 14-15 Catalog was published. In addition, the Student Handbook was included in the Catalog as a tab on the navigation pane. Both the Catalog and Student Handbook were rewritten and reformatted in order to make it more user-friendly. By utilizing the “Search” feature, the student/staff member is able to search both the Catalog and Student Handbook for the necessary information. In addition, 21 curriculum mappings were completed. As a result, pathways were created with recommended courses term by term for optimal completion of the degree or certificate.

Articulation Task Force Summary

The Office of Instruction – Curriculum and Articulation department had significant representation at the statewide Articulation Task Force meetings. MCC faculty participated in 25 state-wide ATF meetings (discipline-specific). The OOI office participated in the ATF process by serving as AZTransfer facilitators for the following statewide ATF meetings: Hospitality, Geography, and Humanities. Reports were provided to AZTransfer regarding any statewide curriculum updates or transfer issues. MCC is scheduled to host both the Language and Chemistry ATF meetings this fall.

Statewide Participation

The OOI office participated in the AZTransfer Retreat in July. Enrollment, transfer data trends, and degree information on students attending Arizona’s public universities and community college districts were evaluated from the Arizona State System for Information on Student Transfer (ASSIST) report. In addition, the Hezel Study was reviewed in which the strengths and weaknesses of AZTransfer were explored, particularly regarding inconsistent academic rigor between community colleges and universities and the lack of student familiarity with AZTransfer. The OOI office also participates in the AZTransfer Summit in April.

Partnership Summary

- 28 pathways were developed with Grand Canyon University.
- Three pathways were developed with University of Arizona.
- Ten TAG agreements were developed with Arizona State University.
- MCC renewed its transfer agreement with Chamberlain College of Nursing.
- Department Chairs reviewed and approved established pathways with Capella University.
- Under current review is a renewal with Western International University and Jones International University.
- Currently, the OOI is exploring a transfer agreement with Northcentral University.
Since July 2013, the OOI office has scheduled Northern Arizona University, University of Arizona, Arizona State University, and Grand Canyon University to attend the Student Services meeting in order to discuss with staff members the established pathways with Mohave Community College.

Conference
The Coordinator of Curriculum and Articulation attended the 12th Annual Conference of the National Institute for the Study of Transfer Students (February 2014). NISTS bridges knowledge, policies, and practice by bringing together individuals, two- and four-year institutions, state agencies, higher education associations and foundations, and other interested entities to thoroughly explore the issues related to the transfer process in order to facilitate student success and degree completion.

Project Summary
The AGEC Task Force was generated out of the OOI office. The task force members include students, faculty, associate faculty, and staff members. The objective is to review the AGEC courses and determine the effectiveness of the academic block and student outcomes. In addition, the group has been tasked with establishing a criterion for a course to be considered an AGEC. Other committee participation: Student Learning Initiatives, Academic Standards, Student Services Check-In, and Management Council.

ACRES database has been updated to reflect the curriculum and bookstore needs. The AZTransfer webpage has been maintained to reflect MCC’s current AGECs (Arizona General Education Curriculum), CEG (Course Equivalency Guide), and exam matrices. MCC Curriculum and Articulation webpage was redesigned to be more user-friendly for staff, faculty, and students. The ATF report and curriculum and bookstore inventory have been maintained on this webpage.

Student Learning Initiatives (Assessment)

As part of the Strategic Plan section A: Establish the identity, purpose, and philosophies of the Office of Instruction (OOI). The faculty reviewed and updated the general education philosophy, learning goals, and major competencies. The faculty cross-walked the general education student learning outcomes with the Lumina Foundation’s Degree Qualifications Profile. This met the goal of the Strategic Plan section A.2.

As part of the Strategic Plan section B: 3, the faculty completed the third year of four in the Higher Learning Commission (HLC) Academy for the Assessment of Student Learning. The college-wide project is entitled, “Writing Across the Curriculum (WAC) at Mohave.” During 2014 the faculty administered commonly embedded assignments for 124 courses, engaged associate faculty in the project, collected 684 student artifacts during the fall, 2013 semester. 58 courses (47%) contained artifacts; 65 courses (52%) did not.
The Office of Assessment began involving other committees in the administration and evaluation of the project in order to support the sustainability of the project after its completion in 2015. The faculty are wrapping up the 2010 assessment projects and are preparing to launch new, general education projects in the fall semester, 2014 to measure the updated student learning outcomes established this year.

This year, ACRES was redesigned to include the assessment of student learning review in the curriculum submission approval process. When a curriculum packet reaches the assessment approval, it is evaluated based on Bloom’s Taxonomy of Learning (cognitive, affective, and psychomotor learning domains). Course goals, competencies, and learning objectives are examined for minimal content knowledge and skill levels. This year 121 course package submissions were evaluated for alignment with assessment of student learning practices. 90 of the 121 (74%) course packages approved as meeting assessment and content knowledge and skill level parameters. This continued to ongoing project in section C.1 in the Strategic Plan.

This year the Office of Assessment expanded the focus to areas beyond instruction. As part of Strategic Plan C.3 and using the Cycle of Learning Report format, the financial aid department reported findings of its Student Worker survey and reported modifications made to the survey to provide additional data needed to make improvements to student learning. The Call Center is using the Cycle of Learning Report format to examine its data to determine its 2014 assessment of student learning study parameters.

Computer Information Systems, Science, Culinary, and Arizona General Education Core began the Periodic Program Review (PPR) in 2013. These departments are entering into the second year of the PPR cycle. The 18-month program review cycle will guide the faculty in reviewing and restructuring priorities, program offerings and the allocation of resources as it relates to the improvement of student learning. The following departments began the program review cycle in 2013: Computer Information Systems (CIS), Culinary, Science, Public Safety, and the Arizona General Education Core (AGEC). AGEC courses originate from varying departments so a faculty representative from each of the major components (i.e., Communications, Math, Science, Humanities, etc.) will participate in the program review process. In the spring of 2014, English, Business, Behavioral Sciences and History, and Math and Engineering departments began an 18-month program review.

**Accreditation Criteria and Core Components – Assessment focus**

The Strategic Plan section 3.A.3 states the institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortia arrangements, or any other modality). Evidence: Assessment of student learning data from 2010, 2011, and 2012 indicated there was no significant difference in student achievement across modes of delivery or location. Course curriculum packages are consistent across modes of delivery and locations. Course syllabi are examined by administrators to assure consistency of learning goals across all modes of delivery and at all locations.
Instructional Technology, Design and Innovation

In addition to offering technology assistance to all MCC departments, CELT was involved in several classroom technology projects this year. Large projects include the development of three new Vis-Com and three RN classroom upgrades. CELT was involved in all steps of the process from initial classroom layout and design, to ordering, to implementation / integration and finally Instructor training.

Smaller projects include upgrading the technology in the three original SMART classrooms to the new standard podium configuration. Upgrading several classrooms to allow for lecture capture or broadcasting lectures at a distance. An iPad program for nursing department faculty was initiated on all campuses. Also, CELT purchased and equipped a portable instructional cart (through Perkins) for the purpose of creating instructional videos. The cart is equipped with a laptop, projector, wired webcams, wireless ‘GoPro’ cameras, and wireless ‘Pivothead’ eyeglass cameras. The cart is on the BHC campus.

Instructional Resources
This year CELT created a faculty support website and began publishing a newsletter. The website may be viewed here. CELT has also be the primary resource for faculty developing Open Educational Resources (OER) for courses. The director arranged a workshop for 35 faculty and staff interested in using OER materials. This was only one of the many professional development (PD) opportunities provided by CELT.

Professional Development
The main event each year is The Learning and Teaching with Technology Event (LATTE) held in December on the BHC campus was well received by faculty. Highlights of the event may be viewed on the CELT faculty website (here). The CELT continued throughout the year to offer PD opportunities and support for all MCC faculty whether teaching online or on-ground. Friday in-person technology trainings are offered to each of the southern campuses on a rotating schedule. Individualized and small group trainings, both online and on-ground are scheduled by arrangement. Besides for the MCC campus trainings, CELT also offered online access to workshops, international conferences, webinars and special events. MCC’s partner organizations include the Sloan Consortium, Quality Matters, Lynda.com and Magna Commons.

New Technology
CELT continues to research new technologies that could benefit MCC as a whole and not just the departments in the Office of Instruction. Successful implementations include ‘LiveChat’ added to the MCC website, ‘Fuze’ as a free alternative to Collaborate conferencing software, and the ‘AirMedia’ unit that allows for wireless presentations (from any device) in a classroom or conference room setting.
Student Success Centers

The Student Success Center on the three southern campuses opened on October 1, 2014 under the direction of Robert Kuzma (mathematics) and Carrie Fleshman-Bouftouh (writing). The 2013-2014 academic year was marked by the restructuring of operations and aligning the goals of the Student Success Center with the strategic plan to support both retention and completion.

To begin, the Mohave Community College Student Success Center renewed its affiliation with the College Reading and Learning Association (CRLA). Mr. Kuzma attended the CRLA conference in Boston, MA to further develop resources and knowledge to support tutor training and center management and Ms. Fleshman-Bouftouh attended the national Association of Developmental Education (NADE) conference in Dallas, TX to review assessment techniques for successful centers. The concerted effort of the leadership of the Student Success Center has led to operational changes to support student satisfaction.

Operational changes were prevalent in this first year of the Student Success Center. First, changes were made regarding the students that MCC serves. For example, tutoring sessions were offered for the first time to students enrolled in PreCollege Study courses. This effort is believed to support retention by including these students in the larger college environment and providing them an opportunity to develop relationships with staff. Additionally, changes were made in staffing. Through the support of Jennie Dixon, Director of Human Resources, and Jill Loveless, Dean of Instruction, the Student Success Center was able expand the staff and include current associate faculty. Employing a combination of CRLA certified peer tutors and degreed professional tutors allowed the centers to operate 36 hours per week on three campuses and provide embedded tutors to all of the developmental math courses. Furthermore, the Lead Tutor Position was redefined. The new position of Assistant Coordinator is now operational on all three southern campuses. Changes were also made to the tutoring process to support working students with busy schedules. For example, the former practice of tutoring by appointment only was retired and replaced with the new practice which allows students to make appointments in advance or to walk-in for assistance on short notice. Students may also meet individually with a writing tutor and are no longer required to work only in groups. Additionally, online tutoring was also new in 2013. During the summer of 2013 Smarthinking, an on demand online tutoring program for many subjects was added to the services provided by the Student Success Center. This service is especially valuable to the students that cannot be physically present for tutoring and is beneficial for distance education students living outside of the immediate campus service area. Smarthinking continues to be an option that will be offered to students this summer.

Collaboration with faculty and staff have made this transitional year in the Student Success Center possible. For example, Charlotte Keller and Jackie Leatherman assisted in the redesign of the brochure, website, and other marketing materials. Additionally, the CELT staff served as resources for software and technical innovations to assist the transitions.
Finally, the Student Success Center at Lake Havasu City Campus collaborated with Dr. Dieringer, Academic Chair, to create a professional workspace which includes computers, whiteboards, and student desks as a faculty resource/supplemental instruction area for associate faculty.

Library Services

MCC Libraries focused on a number of goals during the 2013-14 school year in support of the college user community. Traditional services such as providing quality resources, teaching library skills, and answering patron questions continued to serve as the library’s core mission. In an effort to encourage library use and collaborative study, spaces were refreshed and repurposed to create new student-centered areas. Recognizing the value of engaging the user community, library staff developed a number of programs and participated in various outreach efforts in order to highlight services within the MCC community. Finally, library staff initiated various strategies to draw attention to the importance of copyright compliance on campus.

Traditional library services continue to be popular among library users. At the beginning of the school year, Librarian Pamela Galovich collaborated with Surgical Technology, Physical Therapy, and Nursing to add materials useful to students. Library staff presented 94 sessions and reached approximately 1880 students this school year, including those in the high school dual enrollment program. Thousands of questions were answered throughout the year, many were technology related. The library hosted workshops and worked one-on-one with students to answer questions.

Improvements to the libraries’ physical space continued during the ‘13-‘14 year. The librarians created collaborative spaces for student learning and enjoyment. Related projects included repurposing underutilized staff areas, the addition of new study rooms, and the rearrangement of furniture. At the North Mohave Campus, a popular new workspace for students with laptops was created, while rules about eating in the library were loosened. Similar efforts at all four libraries improved the overall library atmosphere to encourage individual and group study.

The library created and participated in a number of outreach initiatives. The southern campus libraries collaborated with Community Education to create Second Saturday Storytime for children ages 2-6. In spring 2014, the Hodel library volunteered to plan and host the former “Coffee at the College” event inviting speakers to talk on a variety of interesting subjects. Hodel library staff also created the MCC Scramblers Hiking Club with Pamela Galovich serving as staff advisor. Hargrove library continued its partnership with the River Valley Artist Guild by hosting art events, while Kingman Library hosted meetings of the Desert Phoenix Writers’ Group. Library staff volunteered to participate at a number of campus events including First Thursday, Welcome Back Bash, HS Scavenger hunts and campus holiday celebrations.

Library staff led a number of college-wide initiatives this year, most notably efforts to ensure copyright compliance. Librarian Adele Maxson and staff developed and submitted copyright standards to be included in the MCC Policies and Procedures manual.
In addition, she presented a copyright program during the CELT winter conference as an initial step to inform faculty of issues related to copyright compliance. Library staff members serve as the initial contact for questions about copyright. With the rise of Open Educational Resources and the attendant questions of permissibility, Jordan Noble has collaborated with several faculty members to resolve issues and develop resources for campus-wide use. He and Librarian Timothy Provenzano continue to increase copyright awareness by developing resources for faculty and staff.

Allied Health

The Director of Allied Health has a very busy year of transitions with the addition of several new directors to allied health programs, including Radiologic Tech, Physical Therapy Assistant, RN, and PN. The director served as consultant to Allied Health Program Directors in addressing student issues and served as chair for grievance committees relative to nursing students.

The director participated in allied health program curriculum mapping, review of assigned courses in ACRES, participated on the Curriculum Committee, attended the AZBN conference on lessoning of degree credits and helped to maintain accreditation status of all allied health programs by reviewing accreditation reports and participating in visits. The director gave assistance to the RN Program Director with revision and renewal of the Nurse Refresher Program. Through management of Perkins grant, the director assured the allied health programs have the equipment needed, including preventative maintenance and warranties. The director also toured culinary area to assess equipment needed and allocated monies in Perkins Grant to update technology in nursing classrooms (DAC and BHC. Money from Perkins was allocated for Nursing Faculty I-pads, simulation continuing education, on-line resources for PN students and nursing faculty.

The director served on several boards, is a member of Valley View Medical Center Board July-December, 2013, joined Havasu Regional Medical Center Board April, 2014. The director also attended and networked at CTE Annual Summer Conference. 2013 and hosted state visitors from DOE who were examining the Mohave Consortium Program of Study endeavors. This is in partnership with WAVE/JTED.

A major project for the director was working with the Executive VP, interviewing each program Director or faculty that had fees attached to the program or course. These records were used as rationales for the fee system of MCC for 2014-15.

Dental Programs

The dental hygiene component of the Dental Programs is currently moving a cohort of 19 students through the curriculum. This is the highest number of students the dental hygiene component has ever had in one class. The normal cohort of students is a maximum of 18 students. However, one of the students originally in the graduating Class of 2014, had unusual life circumstances.
In an effort to provide a supportive environment conducive to course completion, the department decided to test a pilot program of allowing the student to enroll part-time in the dental hygiene curriculum. This has worked extremely well for the student, her family and the program.

In the area of technology, the Dental Programs has made great strides towards implementing electronic health records. Every operatory is now equipped with its own computer and software for chair side documentation of patient experiences. Further, the department is now using a secure web-based application for clinical evaluation of students and comprehensive patient care aligned with the Dental Hygiene Process of Care. This is a more comprehensive and objective grading format that replaces the focus on patient requirements with a focus on clinical competence. In the classroom, iPads and Clicker technology is being used to enhance student engagement, learning and understanding.

In October, 2014, the MCC Dental Programs hosted the annual Arizona Dental Hygiene Educators’ Conference. The visiting representatives from other colleges were quite impressed with the facility and the BHC campus. The theme for this event was “Connecting the Dots,” which put the attendees in the students’ seats with the intent of reminding participants how “disconnected” students can sometimes feel. The purpose of the program was to catalyze innovation in the classroom and invoke engagement. Feedback from attendees was positive with a renewed sense of passion for teaching.

The dental assisting component of the Dental Programs has doubled in enrollment. This has increased the program’s visibility and exposure in the community through externship partnering with local dental offices. Additionally, two components of dental assisting and dental hygiene have successfully merged into a more cohesive unit, more like the real world dental office in which students will someday be employed. Examples of this include the shared Infection Control class, the radiography labs and peer shadowing experiences. This has spilled over to community outreach endeavors where both components of the Dental Programs work together to provide services, such as the Give Kids A Smile Day and Give Adults A Smile Day.

In September, 2014, the Commission on Dental Accreditation awarded MCC’s Dental Hygiene program full accreditation status, without reporting requirements. The next site visit will take place in 2020.

EMS
The EMS program transitioned to an interim director and who is currently reviewing previous program practices and processes. No other reports were submitted.

Medical Assisting-Health Information Technology
The MEA department welcomed JoAnne Franz as full time faculty in BHC January 2014. The department has been working towards alignment with other Allied Health Programs including an application process. Faculties have been working towards the restructuring of curriculum with a matrix for program courses. This will help students who are able to complete in the program within the two year time frame.
In fall 2013, the department began requiring that students take and pass a “Pre Test” prior to registering for the externship course for both the MEA 258 and MEA 102 to determine student readiness for the externship sites. This new requirement raised the standards so that students in externship clinical locations would be well prepared with the skills needed to be successful. The next step was to start offering National Certification Exams through MCC testing centers at the end of the externship courses. Both the Pre Test and the National Certification exams have proven to be very beneficial to the externs and the extern sites:

- 21 Phlebotomy students sat for the NHA Nation Certification exam for SP 14 for the CPT (Certified Phlebotomy Technician) across all three campuses and passed with above average scores. 10 of the 21 were offered and accepted employment from extern sites, 2 were offered a position and declined. FA 13/14 4 students passed the exam and all were hired.
- 6 Medical Assisting students sat for the NHA National Certification exam for the CCMA (Certified Clinical Medical Assistant) in SP 14 and 5 were offered positions. One is finishing the extern hours, and 4 others will take the exam May 7th 2014.

The current coordinator was able to secure four additional extern sites for Medical Assisting students this semester. With the changes made within the department, medical offices are now contacting the college asking for more externs and future employees and to be part of the extern program. In February, an employment network was developed with several physician offices in all three areas. The medical offices call or email the coordinator when openings become available for medical assistants, coders, or phlebotomists. Emails are sent to all students in the current extern courses, coding courses and alumni. This has been successful in finding employment for seven current/past students in the past four months.

As mentioned early in the OOI report, this spring the MEA department joined with the CIS department to create the new HIT degree. The faculty collaborated to finally offer a full degree in HIT and will continue to work with the CIS faculty on this program. This new program will be overseen by the Director of MEA/HIT, formerly the Coordinator of MEA.

**Physical Therapy Assistant**

The biggest event this past year for the PTA Program was resuming normal accreditation. On November 6, 2013, the Commission on Accreditation in Physical Therapy Education reestablished the program’s accreditation after being placed on probation in the spring. This allows the program to continue to offer an accredited program. Compliance reports were filed with CAPTE in October and March. This fall the program will have reviewers on site from CAPTE as part of the routine accreditation process.

The PTA Program recruitment efforts during fall included participation on September 2013 and February 27, 2014 at the Career Fair with Lake Havasu High School, November 2013 at the open house with Surgical Tech Program and on October 3, 2013 & April 3, 2014 during First Thursdays at MCC.
The PTA program also participated at several community events beginning with the PT/PTA Appreciation Night held October 17, 2013. Mid-year PTA participated at the Family Picnic Night on December 20, 2013, and in spring at the Triathlon on March 22, 2014.

The PTA Program welcomed Tamra Coleman at the end of the fall semester. Tamra is the Clinical Coordinator of the program. The director and Tamra welcomed a new cohort in January 2014. The PTA team has implemented PTA tutoring groups: Wednesday morning and Thursday afternoon for students who are having difficulty with material.

The next cohort will be joining the program in August, which will create a three cohort program and the opportunity for an additional faculty member to join the program full-time for one year to help meet the needs of the multi-cohort program. Pinning for the graduating cohort will be May 14, 2016.

Both the director and the clinical coordinator participated in professional development this year. Liz Briere attended the APTA Educational Leadership Conference and the CAPTE self-study workshops: June & October of 2013. Tamra participated in APTA Combined Sections Meeting.

**Practical Nursing and Nursing Assistant**
The PN mission statement was adapted to better indicate that the student is the center of learning, while maintaining the integrity of the MCC mission statement.

The mission of the MCC PN Program is to meet the health care needs of the communities in which it serves. The program will inspire excellence in a student centered learning environment.

Under the direction of the new PN Director, Cindy Garrison, the need for a care provider program was identified by the communities. The director and other college staff are completing the application process. The goal is to be ready to initiate the program by the start of the summer semesters.

Kingman Academy of Learning was added as a concurrent high school group in the program and successfully integrated with the LWHS students and Lab in the NAP JTED/WAVE program. Mohave High school also participates in the NAP program in BHC. The director attended the career day and expects to see more students from this school as well.

The advisory meeting pointed out needs for improving a smoother transition into facilities for the students. With the assistance of the new Operations Specialist, matrixes are being developed to better handle the paperwork required by these facilities to improve these relationships. Face to face meetings are planned to go over these requirements.
To increase Access to the CNA/PN programs, videos for the programs are planned for future use at career days and media. The director also worked with the other allied health directors to develop the Allied Health Matrix for students and advisors to assist students in making career choices.

Continuous review of the programs and outcomes has pointed to the need for improved online resources at a lower cost. Fall books have been changed to e-books. ATI testing has been changed to HESI, which is better incorporated into the book series the students will use. The new HESI program has pictures, hyperlinks to disease processes to help them better understand why the tester got a question wrong, and rationales to improve critical thinking. Electronic health documentation was added this semester to improve critical thinking, and the old care plan model was changed to concept mapping for the same purpose. Technology training has been obtained from CELT for ongoing instructor education to improve delivery of material to the students.

The faculty and associates have been able to participate in additional professional development. The on line subscription to NurseTim provides frequent webinars for the faculty/Associate Faculty to maintain education with the continuous changes in healthcare and evidence based practice. This also provides important networking opportunities, thus improved student outcomes.

Portable skills equipment for the NAP was established to be sure the associate faculties have adequate material to work with the students no matter where teaching occurs. Post class surveys are done through survey monkey for faculty by students, and facilities to faculty and students. Review of the results help to improve future learning.

The Faculty and students attended a conference in Las Vegas on April 30th “Challenging Geriatric Behaviors.” The goal is to continue to do these types of events in the future to help to teach networking, leadership, lifelong learning, responsibility for learning, and the fun of learning. Some of the PN students with the director attended and supported some of the local health fairs to learn the importance of volunteering in the communities. Because of this, it was noted that for the next cohort, some skills would be moved to the first semester from the second semester, to ensure that students will be able to participate in flu clinics and other health fairs that take place in the fall.

The PN cohort successfully established the Student Practical Nurse Club (SPN) and this club will help to support future educational opportunities for the PN student.

**Radiologic Technology**

The 2013-2014 academic year has been one full of exciting and progressive changes for those involved in the Radiologic Technology Program. In August of 2013, the program invited a new director on board; Patty Gauthier took over the program and immediately began improving processes and practices to ready the program for the site visit from JRCERT. In September a new secretary joined the department; Lori Schiefelbein has become a valuable asset in a short time.
The second official Advisory Committee meeting was held in October, in Lake Havasu City. In January, the Advisory Committee meeting was held at WARMC. Early in November, representatives of JRCERT, the accreditation agency, visited the BHC campus. The visit was a successful and well planned event. The program will hear later this year the decision for accreditation.

The radiology club, “The Skeleton Crew”, helped a local family celebrate the holidays through donations of toys, clothing and household items which had been requested by the family. The freshman class set up a photo booth during Pumkinfest and took pictures of children, families and friends.

In January, the director traveled to Kingman to represent the Radiology Program at the high school Career Fair. The Radiology Department was represented by the director at the Mohave HS career Fair, in March. Additionally, Adriana and Patty visited MALC to participate in a career fair. Five senior students, Adriana and Patty traveled to Las Vegas for the annual ACERT convention. Adriana and Patty also held Radiologic Technology Program “orientation” seminars at the three main MCC campuses: BHC, LHC, and Kingman.

The department was fortunate to acquire a C-arm and a Mobile x-ray machine for use in classroom instruction.

A charter branch of Lambda Nu, a nationally recognized honor society for the imaging sciences was established this year. All 25 of the students qualified for membership and have been inducted into a local charter: Alpha Sigma Lambda Nu. The Students have adopted a section of the BHC - MCC Nature Trail under the Lambda Nu Charter and have been out twice to do regular trail maintenance. The director is also serving as the new BHC-MCC Director of Phi Theta Kappa.

**Registered Nursing**

The Nursing program once again transitioned to a new director. Paula McNichols became the interim in November and the official director in January.

Friday mornings in the DAC the faculty have developed NURSE NODDS- this is a supplemental time where the students can get assistance with learning difficulties, write a resume’, learn how to take exams, and study tips. Instructors are working on the possibility of getting these groups video streamed to all campus sites.

**Surgical Technology**

This year the program saw the addition of Mock Medical personal student instrument set to aid students in the program. Michelle Schmidt joined the department as the Full Time faculty/clinical coordinator. The director and faculty attended multiple career fairs to help promote the benefits of the program.
Currently there are plans for attendance at Surgical Technology National conference, including a display booth to garner more student enrollment for CST to AAS Program.

The program hosed a successful Advisory Committee meeting, with large attendance. The director participated as a reviewer at site visits for accrediting body. Both director and faculty attended the Instructor’s Forum. The department instituted the 6th edition of the Core Curriculum published by its accrediting body.

The program director is working with WAVE/JTED in the establishment of WAVE Program to bring high school seniors into the Surgical Technology Program, with three students already enrolling. The director established connections with AWC, to improve relations between Allied Health Programs for both institutions. The Surgical Technology Program goal is to appear in the AWC catalog to the benefit of students and both colleges.

General Education

English, Art, Humanities, Foreign Languages and Music

“The mission of the English, Communication, and Languages Department is to develop students’ writing and communication skills, to empower students to examine critically the themes of literature, and to promote students’ study of foreign language and culture.”

The department welcomed a new Kingman resident faculty member in English, Jennifer Woolston, and a new Distance Education resident faculty member, John Hansen, who is based on the NCK Campus. The faculty selected members to serve on the committee that will be conducting the upcoming program review.

Many of the projects for the department focused on accuracy of information, such as reviewing the accuracy of departmental information for inclusion in the most recent MCC Catalog. The department also participated in the evaluation of dual-enrollment courses by performing peer-review evaluations of associate faculty members teaching those courses. Faculty engaged in assessment of students’ writing by both participating in the Writing Across the Curriculum project and conducting the departmental assessment of students’ final argumentative essay.

Efforts to increase Access involved re-establishing an ACT Reading score of 21 as the cut-off score for enrollment in ENG 101 and designating TRE 089 as the course within the department that would use Open Educational Resources (OER) and started the process of selecting appropriate OER materials.

“The mission of the Department of Arts and Humanities is to provide each student with a strong foundation in the techniques and processes of producing art; to understand the historical importance that the arts have in human society; to assist students in incorporating into their own worldviews the traditional and cumulative knowledge of human experience.
The department of Arts and Humanities seeks to cultivate critical, creative and compassionate thinking in acknowledgement of global awareness, developing and pursuing innovation while valuing the traditions of communities; celebrating the unique role that art and design play in the development of culture through the exhibition and performance of creative works.

The department also intends to maintain outstanding equipment and facilities emphasizing safety, variety of media, and the inclusion of current and appropriate technology in its programs. The department seeks to encourage students in the development of a personal approach to making art; and to allow students to incorporate new technologies into the process of creating art.

As a component of MCC’s general education curricula, the Department of Arts and Humanities serves to expand students’ awareness of the diversity of human knowledge and accomplishment and to expand student’s conceptual framework in the areas of Aesthetic Sensibilities, Communication Skills, Critical Thinking Skills, Cultural Sensitivity, Global Awareness, and Problem-Solving Skills.”

Curriculum activities spanned the entire year. The department sent representatives to Art, Music, and Theater articulation task force meetings and filed reports on the decisions and activities of ATF. MCC hosted the Humanities ATF on the Bullhead City campus and participated in the Spring ATF teleconference, both hosted by Kata Alvidrez. The department worked with the Office of Instruction to complete curriculum mapping for the Art AA degree resulting in the edition of advanced studio courses, a capstone class for the degree, and a non-credit studio exploration option for non-degree seeking adult learners. The department wrote new courses for additional studio work geared toward portfolio preparation and adult learners interested in continuing advanced work in studio production.

This was the first year of implementation of the Visual Communications program. ART 133, History of Visual Communications was offered online in the Fall and in the Spring. ART 148, Introduction to Visual Communications was offered in the Spring semester on the Lake Havasu campus with all available seats filled. To date there are eighteen Visual Communications majors declared. Two “Success by Design,” live art competitions were held on each of the southern campuses this year resulting in scholarship awards to encourage participation in the new Visual Communications program. The Visual Art AA program was clarified and reformatted through curriculum mapping for the new catalog in order to ensure that students could follow a systematic checklist for easy transfer into university BA and BFA programs without deficiencies. The department worked to increase Access. The department moved into the new Lake Havasu campus art facilities replacing the San Juan Annex. The department reviewed lower cost options for textbook selection and identified Art History as an area for OER alternative materials substitution.
The department was active in several assessment projects. The department completed the Cycle of Learning, and assessment of student learning for academic year 2012-13. The department implemented the Writing Across the Curriculum (WAC) project and will use the WAC rubric to establish baseline data against which to evaluate student learning in Intro to the Humanities courses.

Competitive exhibitions and displays of student work were organized and executed on the Kingman, Bullhead and Lake Havasu campuses. Kingman photography students exhibited classwork at a local gallery. Five exhibits were installed on the Lake Havasu campus during the 2012-13 academic year including guest artists, student, faculty, and the first student work from the new Visual Communications program in Lake Havasu. The Bullhead City campus continued its annual Day of the Dead Community show & Fiesta Celebration event. Local elementary, Jr. High, HS, MCC & community artists participated. The Bullhead campus also hosted three competitive exhibitions. Art grants totaling $4000.00 were awarded to local K-12 teachers to be used for art education projects. Ribbons, gift cards and cash prizes were also awarded to students and local artist competing in three different shows.

The Bullhead City art club raised funds for scholarships and participated in field trips to the Phoenix Art Museum, the Chihuly Glass Exhibition, as well as to Jerome, and Sedona art galleries. Bullhead club members also travelled to Parker to see the da Vinci exhibit. The Havasu campus Student Art League worked actively with Student Activities Council in fundraising and leadership development. A highlight of the efforts was participation in the annual giving tree project resulting in donations contributed to local families and children in need. Students produced a whimsical interpretation of a tree made from over 150 recycled glass bottles in order to help attract attention to the charitable fundraising project.

Bullhead and Havasu Faculty presented the art curriculum and degree pathways as well as information on art careers and transfer emphasizing the low cost alternative of starting college at MCC. Classroom visits to Lake Havasu vocational/technical classes were included as well this year to inform and promote the Visual Communications program at MCC.

The Lake Havasu art department faculty and Student Art League participated in the Magical Mystery Tour fundraiser sponsored by the Chamber of Commerce in support of the Havasu Leadership Class, provided art for the MCC foundation donor appreciation luncheon, and provided building tours for various community groups. Additionally, the faculty hosted and represented MCC in Allied Arts Council, in the Havasu Artist’s Guild, and in a Lake Havasu City steering committee for the installation of public art in the community.

Bullhead City Humanities faculty has been implementing art production activities in Introduction to Humanities classes. Projects link various periods of artistic expression and development with specific hands-on activities ranging from group-painting Paleolithic-style narratives to forming, glazing, and firing individual traditional Japanese-style Raku tea bowls.
The department reviewed syllabi for the dual enrollment courses currently included in the IGA’s with county High Schools. After reviewing syllabi from the High Schools, the decision was made to recommend continuing Design I and Intro to Photography. The department recommended that Survey of World Art be removed from the IGA. On site visits with cooperating high school teachers were continued.

**Math, Science and Engineering**

The department developed an alternative placement program using MyMathTest to assess student skills in a specific manner to determine appropriate placement as well as provide review and re-teaching as needed. This placement program has the potential to greatly impact student access to college-level mathematics programs.

The department piloted a non-STEM pathway to college level mathematics through MAT 099A Math Literacy for College Students, which allows students to enroll in MAT 142, College Mathematics, one semester earlier than the normal pathway. The department is investigating a similar pathway to MAT 211, Statistics. Maintaining articulation and transferability has been paramount in this project.

Department faculty facilitate courses utilizing the Collaborate interface as well as supplemental tools such as video recording software to provide supplemental instruction to students outside of regularly scheduled class time. Access for students to higher level coursework in math and engineering is expanded using the Collaborate interface to offer both synchronous and asynchronous online courses, allowing students to complete programs by offering the coursework needed. Faculty sought out professional development opportunities in order to develop and improve these skills, including CELT provided instruction sessions. Faculty also used other alternative approaches in the classroom, including flipped-classroom and workshop models, to improve student learning.

Embedded tutors are integrated into developmental level courses to improve student learning. Faculty use Starfish to provide alerts for students who struggle and refer them to the Student Success Center. LHC campus’ tutors, under the capable management of Student Success Coordinators Carrie Fleshman-Bouftouh and Robert Kuzma, MCC Resident Faculty and Math Coordinator, play an invaluable role in assisting MCC students by delivering tutoring help. The Student Success Center facilitates tutors services by which tutors serve as both as “embedded tutors” in specific classes as well as general aides de camp in the war on innumeracy and math failure.

Assessment of student learning through the department outcomes assessment is expanded to include MAT 181, Trigonometry. Students in TRM 090, 091, MAT 121, 142, 151, and 181 in all modalities are assessed and the data analyzed by the department to improve the math program at MCC. The department is investigating incorporating financial calculations in developmental courses in order to help educate students about financial decisions.
Ms. Clifford also served as the Math Educator partnering with Dr. Eric Aurand, ASU’s mathematician, to facilitate the Intel Math program and other teacher improvement activities as part of an Arizona Department of Ed. teacher improvement grant for 36 K-8 teachers from qualifying Parker and Lake Havasu schools. This grant program included 40 classroom hours during the summer and 60 classroom (weekend) hours during the Fall and Spring semesters.

The goal of this program and grant is to deepen the teachers’ mathematics content knowledge through problem solving experiences, math learning communities, and analysis of student work with pedagogy. An extremely positive experience for all involved, this program strengthens the math educators in the area and will translate into stronger classroom experiences for students.

The Mathlympics event was hosted at LHC campus on April 18, and organized by Laurel Clifford LHC Resident Faculty, proved to be a successful collaboration between MCC and three local high schools; LHHS, Telesis and Mohave HS. A sense of the importance of this event is perhaps best conveyed in the following excerpt of a thank you email from a LHHS faculty (who is also a LHC campus Dual Enrollment Instructor) to the MCC faculty who helped to make Mathlympics a “huge success”: The competition means so much for all the students that participate. [MCC’s] dedication to its students is very authentic and I hope many LHHS students matriculate to Mohave Community College be it the Dual Enrollment classes, on-line classes, and/or actual on ground classes.

Several members of the department attended the AMATYC national conference in November. Department members gained knowledge of best practices in placement, alternative pathways, instruction, developmental and higher mathematics. Timothy Mayo, LHC Resident Faculty continued service on the editorial panel of Math AMATYC Educator; produced about 60 videos this year covering various topics in Intermediate Algebra, Calculus and Statistics; and implemented a “flipped classroom” model in his TRM 091 (Beginning Algebra) section.

In concert with MCC’s efforts to promote student success in math, Roger Fryberger, a LHC campus Student Success Center tutor, created a specialized web site with the broad goal of helping students with big-picture issues. Recognizing that sharing knowledge about graphing calculators would be productive, beneficial and convenient for students, the site focuses on: 19 studying and test-taking tips; 28 categorized, instructional videos regarding the use of a TI-83, TI-83 Plus, or TI-84 graphing calculator; and 4 instructional videos regarding particularly troublesome mathematical concepts. The site also links to 2 other useful math websites and contains sections on both fractions and signs.

Jeffrey Kingsbury, LHC Resident Faculty was re-elected to the Teaching Section, Education Committee of the American Physiological Society; was appointed Group Chair for David Bruce Undergraduate Research Award, American Physiological Society; served as a Peer Reviewer for the Advances in Physiology Education journal; was appointed to American Physiological Society Teaching Section Task Force for developing recommendations on standards for preparing
students for Graduate Entrance exams (MCAT, GRE, etc.); as well as served as an invited speaker for Opening Remarks at the American Cancer Society Relay for Life event in Lake Havasu.

In addition, as MCC and all faculty continue to strive to promote quality educational offerings accessible to all students, Dr. Kingsbury worked in concert with Lale Arac, BHC Resident Faculty, to develop MCC’s first online Lab Science course (BIO 100). Additional science offerings e.g., BIO 201 and BIO 202 will roll out as online offerings in the coming 2014-2015 academic year.

Brian Clifford, LHC Science Lab Technician, continues to be involved with LHC community baseball. The team started four years ago with about 10 kids, enough for one team. Last season the team won its first game and at the end of last season took second place in the Arizona state championship tournament (which created a lot of interest in the club, resulting in an expansion). Mr. Clifford presently serves as a member of a five member administrative board for an entity funded by fundraisers (and a small monthly due). The practices are open to kids who want to learn higher level baseball skills, whether or not the kids are on the tournament team.

In addition to direct involvement in the LHC community, Mr. Clifford also facilitated the arrangements for a donation of materials from Honeywell (@ Kingman Airport) of various precision weights ranging from grams to kilograms; weighing about 150 pounds in total when boxed. This donation is decidedly a valuable asset for the science department and the students it serves.

**Social Sciences, Education, Administration of Justice, and Chemical Dependency**

The Chemical Dependency (CHD) program spent this academic year teaching out the second year courses from previous catalog so students under that degree may finish the degree as designed. Faculty taught the first year of the updated degree which began this academic year. All CHD courses are now offered online or via Collaborate. With the CHD program being offered online, this is the first year to have out of state graduates. The program has two graduates.

CHD 100 was offered for the first time via Collaborate in the Fall. With a lower enrollment than usual, CHD 100 was offered again in the Spring to maintain enrollment in other CHD courses. Previous enrollment in CHD100 when offered via ITV was consistently 25+; the Fall and Spring enrollment of 18 students each semester.

The program received notification the first MCC to ASU Havasu graduate in Psychology this year. Continuing Education course for Behavioral Health Professionals were offered for the first time in December: Ethics in Rural Communities. This was offered through Corporate Outreach. The Resident Faculty was welcomed to the Board of Directors for Mohave Mental Health Clinic over the 2013 summer. The program continues to maintain Substance Abuse Treatment Resource areas on campus where local help can be found, as well as informational materials and additional resources.
The CHD program continues to support the communities of Mohave County in all ways possible, though the modality has changed. Opportunities for community involvement were once announced and discussed in class. Via Collaborate, the nature of class time has changed, as instruction takes more time than previously, so the instructor set up a Twitter account in January to disseminate opportunities to students, as well as news related to the field. Examples of tweets: free training opportunities, volunteer opportunities, anti-drug coalition meetings (to encourage participation), community activities which support drug prevention and treatment, and jobs. To date there are 27 followers. This is a great opportunity to support activities in the communities and connect people to resources throughout the entire year.

The CHD program is currently on stand-by to update the required degree from an Associate’s in Applied Science to an Associate’s degree based upon S.B. 1374 requiring an Associate’s degree if one is to become licensed as a Substance Abuse Technician. While licensure in this field isn’t required, this program wants to fulfill the academic standards for the state Board, should students decide to sit for licensure. While not all students pursue licensure, this degree ensures those who do complete it have top skills for working in the behavioral health field. The Board of Behavior Health has to determine what the educational standards will be for the Associate’s as it pertains to working in this field. Once that is determined, the CHD program can review and update its curriculum as needed.

Career and Technical & Non-Credit

Business, Computer Information Systems and Child Development Associate
The Bighorn Decoders Computer Club (BDCC), with Peter Burgess, LHC campus Resident Faculty serving as advisor, hosted its First Annual Technology Summit on Friday, November 22, 2014. BDCC also held monthly business and activity meetings that included free trainings, guest speakers, and activities (building of a Linux server, etc.) helping to establish a bond between students and promoting retention.

And finally, Bighorn Decoders Computer Club (BDCC) holds monthly training sessions on Saturdays for the general public to assist them in general computer concepts and usage. These training sessions are an opportunity to introduce the public to classes taught for credit (and non-credit) with an eye towards recommending summer classes, and enhancing recruitment efforts. Adding to these recruitment efforts, Mr. Burgess also attended school fairs at the High School (put on by Anne Frazier in the fall of 2013 and spring of 2014) promoting both MCC CIS and other programs.

Jim Jeremiah, CIS Associate Faculty, continues to perform in a trumpet trio called "the Furious Shofars." The trio performed as an outreach for the Lake Havasu Regional Orchestra at the local preschools. "T is for Trumpet" is the theme, and every child gets a sticker that says "Eat, Sleep, Trumpet.”
Foundational Studies

The 2013/2014 school year saw many new developments within the Precollege Studies Dept. Jenna DePeal joined the dept. as Lake Havasu coordinator and PCS Resident Faculty, joining Bill Simpson in BHC and Dennis LeForce at NCK, and Marilyn Cox at the North campus.

This past year has been all about training and implementation for the Precollege faculty and staff. Dennis and Jenna have completed year one of the two year Leadership Excellence Academy (LEA), which is a two year blended training series designed and supported by the National Adult Education Professional Development Consortium (NAEPDC), for adult education program administrators and instructional leaders. In addition, all faculty both resident and associate have attended several multi-day training sessions related to College and Career Readiness Standards. This has included breaking down the new standards for classroom application, and curriculum mapping exercises to review the current texts and materials for applicability to these new Adult Ed Standards.

All campuses have begun using PLATO as part of everyday instruction. PLATO is the state mandated on-line learning environment, which is being used to supplement current instruction, with individualized student instructional exercises with new Common Core content. All Precollege Studies personnel attended multi – day training sessions on the use of PLATO and have been offered follow up on webinars relating to classroom usage. Future uses of PLATO may entail creation of Hybrid or On-line PCS course offerings.

The Dept of Adult Ed also awarded a supplemental 5% grant (10k) for this year and is planning an additional 20% supplemental award for 2014/2015 to help cover costs for training, curriculum development, and instructional materials related College and Career Readiness and the 2014 GED Test.
Student Services

The Student Services division at Mohave Community College delivers and promotes programs, services and initiatives designed to support the success of students from recruitment to completion as well as in transition to transfer and/or career. The division includes Enrollment Management Services consisting of Admissions/Recruitment, the Registrar’s Office, Career Services, Registration and the MCC Connect call center; Financial Aid Services, Academic and Career Advising Services, Disability Services, Testing Services and the Student Life and Leadership program. Each area plays an essential role in the life of students at MCC and directly impacts student enrollment, retention, learning and success.

The focus for the 2013/14 academic year for Student Services remained on improving access retention and completion while addressing declining enrollment - setting the stage for new initiatives as well as an evaluation of current practices. Adjustments and enhancements were made as needed to ensure MCC fit the current community and educational climate, in accordance with best practices and MCC’s strategic plan. Significant changes took place with efforts being refined, core services prioritized and operations were redesigned to deliver enhances services to students and to the college community.

Student Services highlights of this year to enhance access, retention and completion include:

- Expanding outreach efforts to have a stronger social media presence and specific, regular events where communities become trained to knowing when MCC activities are going to be and when.
- Establishment and implementation of a one-stop mobile student services center, which also serves as instruction’s mobile learning lab. The mobile student services center is scheduled to become a regular sight in Mohave County, with citizens being able to access MCC anywhere the mobile center appears.
- Leveraged technology to streamline withdrawal, drop and financial aid processes; require last date of attendance and establish one-stop screens for more effective and comprehensive advising in financial aid and academics. This new technology also enabled faculty to have additional information when advising students.
- Advising services expanded with call center staff being trained and now offering prescriptive advising; instruction and student services teaming up to provide group advising; and all advisors being connected to the call center phone system giving students more options on advising modalities. Live chat was also added to the MCC website for students to access MCC services.
- Enhanced training and resources for all student services staff, with an emphasis on cross training and teamwork. A student advocate position was added to train student services specialists and student services technicians on a higher-level of financial aid in addition to assisting students with concerns. A wiki was developed and implemented in addition to a course in ANGEL that is maintained by the call center and accessible by all members of student services with comprehensive information.
Centralized management of all student services functions to ensure consistency and a college-wide approach to challenges and solutions.

- Restructured the work study program as well as the scholarship program to better address and benefit recruitment and retention – including a complete overhaul of the Financial Aid pages of www.mohave.edu.
- Financial Aid office staff worked to ensure the 2011 Official CDR is delivered below 30% in order for the college to provide Title IV aid and to continue business.
- Retention efforts expanded into greater utilization of the Starfish Early Alert system, MCC adopting a Student Assistance Program that will begin in July 2014 and a more comprehensive reach in working with students in transitional courses.

Each of these initiatives, in addition to others, are detailed and discussed further in the respective sections of this report.

Registrar

The registrar’s office is dedicated to providing friendly and accurate service to students, faculty, and staff while administering academic policies and procedures in a consistent and reasonable manner. As the guardian of academic records the department facilitates transcript compilation and delivery, enrollment and degree verification, transcript evaluation and acceptance of transfer credits, implementation of the college’s academic standards in order to maintain the integrity of the curriculum, degree audits leading to the conferral of certificates and degrees and the preparation of diplomas, determination of FTSE, and the collection of data for IPEDS.

The registrar’s office continued to digitalize many of its processes and operations the past year, expediting procedures and allowing important and necessary documents to be accessed within minutes on a college-wide system. In addition, a review of the processes in the registrar’s office was completed. Manuals were updated, allowing greater ease for others in the office serving as back-ups and meeting the goal of continual staff cross-training.

Requests for services from the office decreased which may be attributed to a reduction in enrollment. The large drop in number of courses accepted in transfer continues with the practice of program specific evaluations. To reduce the number of unessential credits counted toward a degree or certificate, transcripts are evaluated based on the degree that the student has declared and only those courses that apply are accepted in transfer. This year the drop is partially attributed to a 22% increase in the number of transcripts, which once evaluated, zero transfer credits were awarded. Driving this trend is the more stringent requirement for federal financial aid that a student must submit, for evaluation, transcripts from every higher education institution attended even if transfer credit will not be awarded.

Students were given the option to rush the processing and/or delivery of transcripts for an additional fee. It is an ideal service for a student who finds themselves up against a deadline. Sixty-six students took advantage of this option.
Requests for Services  
May 2010-April 2011 | May 2011-April 2012 | + or- % | May 2012-April 2013 | + or- % | May 2013-April 2014 | + or- %
--- | --- | --- | --- | --- | --- | ---
Number of MCC transcripts sent out | 6,201 | 4,880 | -21% | 4503 | -7% | 3,995 | -11%
Number of incoming transcripts received | 2,168 | 1,994 | -8% | 1,603 | -19% | 1,594 | -0.5%
Number of incoming transcripts evaluated | 1,517 | 1,131 | -25% | 1,360 | 20% | 1,246 | -8%
Number of courses accepted as transfer | 13,922 | 16,529 | 18% | 9,764 | -40% | 4,825 | -50%

In compliance with federal financial aid regulations, high school and GED transcripts were reviewed to confirm graduation from an accredited school. Last year there were a total of 936.

Graduation Applications moved from paper submission to electronic submission for the spring and summer application term. The table below reports the degrees and certificates conferred in 2013-2014.

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<tr>
<td>Total Degrees</td>
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<td>290</td>
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<td>422</td>
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<td>Certificates</td>
<td>61</td>
<td>145</td>
<td>29</td>
<td>235</td>
</tr>
<tr>
<td>Students</td>
<td>126</td>
<td>369</td>
<td>64</td>
<td>559</td>
</tr>
</tbody>
</table>

Reporting students’ enrollment status to the National Student Loan Database through the National Student Clearinghouse continues to be a priority. The registrar’s office and Institutional Research work together to submit updated student records monthly and incorporate all required record additions when federal guidelines change.
The registrar’s office rolled out a self-service portal where students can obtain enrollment certificates and student loan deferments. Students can also view notifications that the National Student Clearinghouse has provided to loan holders, health insurers, and view specific information about loans. Students have the ability to obtain this information 24 hours a day, greatly increasing convenience.

The registrar’s office will work to streamline the administration of the repeat policy. Multiple variables determine how many times a student can repeat a given course. Ensuring compliance with the policy is a very manual and time consuming process that must be completed during the same timeframe as evaluating graduation applications. An automated approach is needed to prevent registration for those not eligible without impeding those who are.

A FERPA training module will be developed that introduces the concept of FERPA and encourages questions to be directed to the registrar’s office. This will be used in on-boarding every new employee. Additionally on-line FERPA training will be created that reinforces FERPA concepts and pushes employees to think about how FERPA impacts them on a daily basis. This module will be included in the mandatory annual training. These training modules will ensure every employee at the college has a solid understanding of FERPA and implications that can arise from failure to comply.

In compliance with the AZ statue, the registrar’s office will be archiving four years’ worth of data to permanent storage in the coming year. In preparation for the move, all transcripts from those years will be reviewed to ensure that the appropriate embedded information is on the transcripts prior to archiving them.

The credential evaluators will create a sharable transfer matrix specific to MCC. This initiative will take years of experience that is stored in the credential evaluator’s head and transfer it to an electronic tool that can be accessed by all. The determination to accept a course and transfer it in as a MCC course is made by evaluating the two courses’ similarity. Recording the results of the evaluation electronically ensures consistency and will assist with advising students who have taken coursework from other institutions.

**Admission and Recruitment**

The recruitment team consists of four recruiters and the veterans’ services coordinator. This group is charged with recruitment and admission of new college students and with monitoring and improving all admissions processes; planning, scheduling and facilitating new student orientation sessions; management of all dual enrollment testing and registration on and off-site as well as maintaining a positive reputation for Mohave Community College.

In addition to the above, the veterans’ services coordinator is MCC’s School Certifying Officer responsible for ensuring that all veterans’ related documentation is submitted timely and accurately.
A recruitment plan was created for 2013/14 based on the findings of the strategic enrollment management committee embracing the proposed solutions and having a very forward-thinking approach. Collaboration with Marketing and Public Information Office resulted in concentrated and effective – targeted outreach with personal contact and reinforcing the message with mailings, advertisements, emails and other designated modalities and marketing pieces.

Recruitment efforts included a college wide, personalized, measurable and meaningful direct outreach plan. The plan was communicated and implemented in collaboration with marketing and public information, student services, and the financial aid department.

Recruitment metrics (admissions specific, Google Leads specific and student services department specific) have been developed, implemented and reported to discover performance success factors, address additional training opportunities, track and report all efforts leading to measurable conversion rates and positively affecting enrollment.

The recruiters worked closely with local high schools and charter schools on dual and concurrent enrollment as the major feeder markets for MCC. The recruiters admitted, tested and enrolled 836 high school students’ in dual enrollment courses in fall and 849 in the spring. These enrollments resulted in 10,620 credit hours being added towards the college’s annual enrollment goal. The recruiters admitted, tested and enrolled 127 high school students’ in concurrent courses in fall and 143 in the spring. These enrollments resulted in 1,648 credit hours being added towards the college’s annual enrollment goal.

To establish an on-going recruitment presence in the high schools, Bullhead City and Kingman recruiters have established “MCC Mondays”. During scheduled office hours, recruiters meet with students to discuss dual enrollment, concurrent, and post-graduation opportunities at MCC. The recruiters encourage discussions about how to pay for college. This includes highlighting MCC’s value proposition, discussing federal financial aid and filling out the FAFSA, and assisting with identifying scholarship opportunities.

The team hosted and/or participated in over 30 on campus and community events. This included a monthly recruitment event on the first Thursday of every month. Each month the theme of the event changed and was designed to gain the interest of prospective students. Themes included hosting art competitions to highlight the new Visual Communication degree, zombie attacks, summer “with” MCC, fund your future and gaze into the future. Every event included stations where potential students can go for assistance with applying for admissions, federal financial aid, understanding MCC’s programs of study and enrolling.

The team coordinated MCC’s participation in career and job fairs in Bullhead, Lake Havasu, and Kingman. In conjunction with instruction, the recruiters talked with hundreds of participants generating lists of prospective students to follow up with and provide additional information. MCC. MCC also participated in veterans’ events such as Stand Down in Bullhead City.
Over 800 students participated in the online orientation this year and more than 2,200 students have taken orientation on ground. MCC continues to explore alternate methods to increase the effectiveness and relevance of ORT. The goal is to streamline the steps a student must take from application to enrollment, while providing the student with the knowledge and tools to be a successful MCC college student.

MCC was selected by the G.I. Jobs magazine as a Military Friendly School for 2013. This honor places MCC in the top 15% of all schools nationwide. To continue to recruit military, starting this fall, MCC has established an active duty tuition rate. Any student who is currently serving this county and whose residence is outside of Arizona will be offered the WUE tuition rate. Another example of a veteran’s friendly initiatives, veterans will wore red, white, and blue cords at graduation to honor their noble service to the county.

MCC has established a onetime offer for new students who are hesitant about going to college. Students will be able to register for one class at half the established tuition rate. This is a great “try it, you’ll like it” and “yes, you can” initiative.

In the coming year the mobile learning lab will be used as a mobile recruiting vehicle. It will be a full-service student service location that will travel form city to city in a rotating schedule. A prospective student will be able to complete every step of the process from application to enrollment including filing for financial aid and paying for classes. Computer and WIFI access will facilitate every transaction. The inside will be set up to give a prospective student good insight into the various programs of study offered by MCC.

MCC will be closing down Beale Street from 4th to 5th street in Kingman for MCC’s first ever block party on June 6th. Participants will enjoy family-friendly activities like beach volley ball, pond fishing, and sand castle competitions while experiencing first-hand the benefits of earning a degree at MCC. Participants will see art, cars, motorcycles, cuisine, trick motorcycle riding, welding, engineering, and chemistry labs live and in-person. Potential students will be able to apply, set up financial aid, and even enroll on the spot. This experience will be used as a template that can be recreated in Bullhead City and Lake Havasu City as a showcase event.

The recruiting team will increase its involvement in MCC’s scholarship opportunities and push MCC as the smart choice for the first two years. Announcing the scholarship at high school awards night may positively sway parents towards MCC. The philosophy is to award academic scholarships to a greater number of qualified high school students so that even if planning to attend a four-year university, MCC stays top of mind. Parents may help influence the student’s decision and help keep financial savings in the forefront as a key decision criteria.

The recruiting team is working with instruction and the campus deans to establish full 2014-2015 academic calendars with each high school prior to the start of school. Part of the calendar setting initiative is establishing deadlines and clear expectations.
With this MCC intends to reduce the amount of time chasing documentation and increase the amount spent talking to high school students about the benefits of enrolling at MCC.

MCC has been selected as the location for the 2014 Mobile Veterans Event in Arizona. The Veterans’ Administration will be bringing a benefits trailer to the Kingman Campus Tuesday June 17th. Just by virtue of having the trailer on campus, hundreds of veterans are expected to come to campus. The recruiting team will provide campus tours and have a college recruiting station set up to help veterans’ access benefits through MCC. If a veteran choses to, the veteran will be able apply, Compass and enroll for fall classes all in the same day.

**Enrollment Services**

Enrollment services takes great care to ensure MCC policies and procedures are adhered to with regard to admissions, enrollment, money collection, record management and withdrawals while providing pleasant, consistent service to all students, faculty and staff. Monitoring and improving admissions processes, dual and concurrent enrollment, managing the online orientation process, serving as the campus cashier’s office are other areas of focus. The enrollment services department is comprised of five full-time operation specialists, two full-time and two part time clerks and one manager.

Enrollment services must determine if a student should remain in class or be dropped 48 hours after enrollment for non-payment. To make an accurate determination multiple pieces of information need to reviewed in the student information system making it a time intensive process. To allow all work to be done from one screen, a Nolij snapshot was developed that aggregates all data in one place. This allows the student to be dropped with the click of a button and generates the e-mail that is sent to the student.

Enrollment services has defined a practice of “A” to “Z” handling of students and records. Previously the student was assisted and paperwork was set aside for scanning, filing, and/or shredding at the end of the day. Changing this practice meant that others had immediate access to the data needed to effectively help the student, office hours mirror student service hours 100% of the time, and documents are scanned in a timely manner.

Management of the enrollment services staff was redirected from the campuses to the enrollment services manager. Centralized management allows for consistent practices to be followed throughout the college. While each team member’s primary focus is the local campus, the group now functions as a team offering assistance to any student, faculty or staff and completing large projects based on overall work load. Responsibility rests with the whole department not just the local campus staff.

Electronic submittal of class withdrawals was introduced during the spring semester to improve efficiency for students, faculty and staff. It eliminated the requirement that on-ground students make a trip to campus and the requirement that on-line students wait for a faculty response to withdraw. The process ensures that students are aware of the potential implications of withdrawing – both academically and financially.
Faculty have been given control of the incomplete grade process. After an instructor enters into an Incomplete Contract with a student, the instructor is able to directly enter the ‘I’ grade into the students record when submitting grades for the rest of the class. Previously all paperwork was sent to enrollment management to check for compliance and grade entry. The requirement allowing for an ‘I’ grade still must be met; students who are not able to complete a class during the established class begin and end dates and who have completed at least 75% of the class may be approved to continue class studies within a seven week timeframe from the end date of the class.

Another enhancement to grade entry has been made - the last day of attendance must be entered before the instructor can exit the grading window if a ‘F’, ‘U’ or ‘I’ grade has been entered. Last dates of attendance are required for federal financial aid compliance. Instructors typically would skim over the submission of these dates requiring the team, academic chairs and instructors to go back and identify and enter the missing dates.

Enrollment services will work to enhance the application process this coming year. A software upgrade for the student portal will allow MCC to build an application utilizing skip logic which will enable MCC to create an application similar to the Arizona universities’ that solicits all of the necessary information to determine residency in one step. Additionally, MCC plans on creating a process that allows the first part of the application to be processed while the applicant is completing the second portion of the application.

Once the first part of the application processing is complete, the applicant will receive a MCC ID, log-in, and password AND typically occur before the second part of the application is complete. This change will expedite an interested, potential student being provided access to MCC email and other critical features, allowing MCC to have rather immediate contact information and follow-up with them accordingly.

A key aspect of the Arizona statutes regulating MCC is the requirement that all students receiving in-state tuition be either U.S. citizens or lawfully present in the U.S. Enrollment services will finalize a process that will enable MCC to use the citizenship verification information from the federal government FAFSA process for all students applying for financial aid. This is the primary methodology used by all Arizona universities and eliminates a burdensome requirement for students - signing a document in the presence of an authorized MCC employee.

Enrollment services will streamline the dual enrollment/concurrent process for high school students in two ways. First, parental consent will be required from all under 18 years old students once during the student’s academic career with MCC. This is a change from a per semester requirement. Secondly, when possible, dual enrollment and high school students will be enrolled using high school rosters only. It will be the responsibility of the high school to include only the names of the students who wish to receive college credit on the roster.
Going forward (starting in fall 2014) students will no longer be dropped for non-payment after 48 hours. Students will have until 10 days prior to the start of the semester to secure payment for classes. This will give students a significantly longer amount of time to obtain financial aid. Those students with an outstanding balance will be reminded weekly that an outstanding balance remains. The week prior to the drop date, the students will receive phone calls in addition to e-mails reminding about payment, following up with the payment plan option and providing assistance with any challenges.

Staring in the coming year, during add/drop week, students will be able to drop classes on line. This provides additional flexibility and eliminates the need for students to come to the student services building. Students will be warned about the potential academic and financial implications of dropping classes.

Marketing and Public Information

It is the mission of the Marketing and Public Information Office (MPIO) to communicate the value of MCC and higher education to the people in Mohave County and surrounding communities, with the primary objective of recruiting students. Additional goals include enhancing voter and stakeholder confidence, and encouraging community involvement in events and activities at MCC. This is accomplished through the MCC website, social media, printed and electronic marketing materials, paid print and broadcast advertising. Through a combination of marketing and public relations, utilizing both social networking and traditional advertising, MPIO strives to build the college’s enrollment, image and reputation throughout Mohave County and surrounding communities.

The MPIO team consists of a part time graphics designer, an on-line communications manager, a public information officer, and a director.

It is the goal of MPIO to assure that the Mohave Community College name and image is before the public at all times, driving enrollment by enhancing awareness. From July 1 through May 10, the department has garnered 49.8 million exposures to the public in the form of press releases, paid advertising, social media posts, direct mail campaigns, printed and electronic publications, the MCC website and speaking engagements. The year-long total should be more than 55 million. Based on the annual budget of the department, those exposures are achieved at a cost of one half of one cent each.

The team chose a “You CAN” theme for all campaigns during the year. The message was designed to instill confidence in prospective students that no matter what their circumstances are, that they can succeed at MCC. Over the course of the year the “You CAN” campaign included two video ads for display in area movie theaters and seven registration ads for radio distribution on six local stations that show strong listenership in the 16- to 35-year-old market.

The messaging was also carried throughout all marketing and the promotional campaign for the Recruitment Department’s “First Thursday” program.
In total, MPIO printed in-house and distributed more than 279,255 marketing pieces including fliers, posters, invitations, direct mail letters, event programs, certificates, booklets and event tickets which is more than double the previous year.

MCC continued to place print advertising in the “Help Wanted” section of the classified ads to let people seeking employment know that they can earn more if they learn more. A small number of print ads are also placed for top-of-the-mind awareness and public relations purposes in various journals, magazines, high school annuals and in university student newspapers. MPIO provided content to an estimated 5.2 million readers of MCC news through 275 news/press releases.

MPIO produced the second and third issues of “Expressions” magazine that was specifically geared towards the recruitment of 16- to 35-year-olds. For the first time the magazine was published only online. A campaign is being developed to drive people to the website to view the information electronically. This will be accomplished through e-mail teasers, smaller direct mail pieces, social media teasers and promotion on the home page of MCC’s website. The electronic publishing will save the college approximately $15,000 per year.

In support of the college’s partnership with Joint Technological Education District (JTED)/Western Arizona Vocational Education (WAVE) and funded by Perkins Grant monies, a marketing campaign was aimed at high school students. The campaign included direct mailing of three postcards and MCC/WAVE-JTED co-branding of highly prized electronics giveaways for teens. The pathways programs continue to grow, leading high school students from career/technical programs in high school into advanced programs with certificates and degrees at MCC.

The online (Google) advertising campaign continues to produce hundreds of viable leads a month. Campaigns were developed for new programs including Visual Communications, Health Care Information Technology and Certified Production Technician. Online advertising has produced viable, trackable leads. In the past nine months of this fiscal year, these campaigns have had more than 12.6 million on-line views and 33,441 individuals have clicked through from the online ad to the MCC website to learn more about the college and its services.

Those website visits have allowed the college to capture contact information from 2,449 potential students who requested information about MCC’s programs. The leads are followed up by MCC Connect personnel through e-mail and phone calls, providing information on the specific areas of interest. From these leads, there were 128 who scheduled an appointment with an adviser, 73 who scheduled Compass testing and 56 confirmed applications, 52 whom filled out a Free Application for Federal Student Aid (FAFSA).

Additional functionality was added to the web site this year. Both online chat and a countdown ticker was added to the home page to count down to various important MCC events, such as registration, commencement, etc.
The financial aid pages of the site were redesigned to include more graphics following a “7 steps” approach to various components of the financial aid process. Other similar enhancements will follow in other areas throughout the year.

Late this year, MCC had a renewed focus on reaching audiences through social media versus traditional media, the overall Facebook views increased 7 percent this year compared with last year, with a 27 percent increase in the last three months of this year compared to last.

<table>
<thead>
<tr>
<th>July 2012-April 2013</th>
<th>July 2013-April 2014:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FB post views: 468,851</td>
<td>FB post views: 499,522 – 7 percent increase</td>
</tr>
<tr>
<td>Feb-April: 114,251</td>
<td>Feb-April: 145,258 – 27 percent increase</td>
</tr>
</tbody>
</table>

Over the past year, MCC Facebook fans have increased by 250 [13%] and Twitter followers increased by 73 [24%]. Several new videos have been added to MCC’s YouTube channel, which contributed to adding seven new subscribers and a 49% increase in channel views. Accounts on Instagram and Tumblr were created in April 2014 to expand MCC’s social media reach.

During the last year, the elements of the Campus Branding Project were implemented. This included outside signage designed to promote MCC’s program of study on a local level. It also included inside signage ranging from the motivational to the pragmatic. All designed to showcase what MCC can do for students.

In 2013, National Council for Marketing and Public Relations, a division of the American Association of Community Colleges, awarded MCC two gold and two silver medallions. The silver medallions were for “Expressions” magazine and a feature story on a graduate of MCC’s Chemical Dependency Studies program. The gold medallions were for a print ad promoting the earnings graduates can expect from various careers they can prepare for at MCC, and for the MCC Website. The department competed against 43 other colleges from California, Nevada, Utah, Hawaii and Arizona.

MCC chaired the 2013 NCMPR District Conference in Phoenix. The conference was highly successful receiving acclaim from attendees who said it was the most valuable conference of its kind ever attended.

For her work at MCC and for her support of NCMPR, the director of MPIO was named District 6 “Communicator of the Year,” and subsequently was honored as “National Communicator of the Year” at the organization’s national conference and annual meeting.

During the coming year MPIO will continue to evaluate all efforts to ensure that the department has a laser focus on those activities that increase enrollment. The objective in the coming year is to shake things up and take strategic risks in an effort to stem the downward enrollment trend.
It is understood that by doing the same things, the same ways, MCC will not see different results. MPIO’s focus will include an emphasis on the 16-35 year old market, a switch from traditional media to social and electronic media, and strong calls to action in every piece that includes creating a sense of urgency.

Event marketing will play an important role in the acquisition strategy. Whether MCC brings the event to prospective students or prospective students come to MCC, MPIO plans on creating events that showcase MCC strengths – the wide variety of programs of study, the ability to seamlessly transfer to four year universities, and the value proposition “same classes as a university; 25 percent of the cost”, all with small classes and caring faculty.

In this effort, MPIO is also involved in MCC planning and executing its first Block Party where a mini-campus environment along with fun and games will be brought to the heart of downtown Kingman. A template will be created that can be re-used in any city with additional options/locations being explored. The template can also be compressed to fit a career fair, job fair, or veteran’s event. Additionally MPIO is outfitting the Mobile Learning Lab to act like a mobile recruiting trailer. Just by stepping inside a prospective student will be able imagine/see the positive impact of a college degree.

MCC’s target generation of students often use smart phones for retrieving, entering, and sending information, thus MPIO will develop and launch a responsive site design for www.mohave.edu by the end of 2014 that makes using MCC’s website faster and easier. Additionally, as all of the digital campaigns will drive traffic to the web site, it will evolve. The website will be used to actively sell the benefits of MCC and engage the user to interact with MCC. MCC will continue to refine the look and functionality of the website, streamlining navigation and enhancing its value to users.

MPIO will create a library of flip-book documents housed on the website for the convenience of prospective students wanting to know more about the offerings at MCC. These documents will include the program of study booklets, Expressions magazine, student services brochures, the student handbook and more. At events, students will be able to choose a brochure and e-mail it to a personal account and send it to friends.

MCC is developing a college-wide social media plan to deliver information to various demographics of Mohave County residents via social media platforms, with a concentration on prospective students between 16 and 35. This will include analytic measures to determine messaging success.

The campaign will include daily posts on the major social media sites, blogs, photo posting on Instagram and video postings. It includes having a promotional messaging system planned and scheduled based on relevant engagement of networks using creative approaches that inspire residents to take action to better their lives by starting at MCC. Another task will be educating staff and faculty on the ease and benefits of capturing moments via cell phone for social media uploads to MCC accounts.
Engaging students to interact with MCC outside of the classroom is a key objective of MPIO during the next academic year. Student workers will be asked to post, tweet, and blog about MCC. Focus groups will be held regularly to solicit feedback and drive the direction of the college. Appropriate course will be tapped to include project that provide creative input to traditional and electronic marketing campaigns. Students will be encouraged to develop an online newspaper. And contests will be held where winning designs will be used for T-shirts and promoted all year long.

During the 2014-2015 fiscal year, additional content will be relocated to JICS. Currently all Human Resources content that is for internal use only, including the forms repository, has been migrated from the public website to JICS. Disability services also has a dedicated section in JICS. As more information is posted in JICS, MPIO will ensure it is well-organized and easy to navigate. Specific content already slated to be built in JICS includes an area where financial aid can post important internal information and a location for Jenzabar module managers.

**MCC Connect**

MCC Connect is a centralized team dedicated to helping students, faculty, administrators, staff and the general public by providing accurate, reliable information to every question asked and implied. All phone calls into any of campuses are answered by MCC Connect.

MCC Connect supports the strategic plan’s student services initiatives by helping to minimize difficulties with registration, enrollment and financial aid and further by teaching the student where to access the correct information, correct MCC processes and what is expected.

MCC Connect piloted providing developmental (full service phone advising) advising from September – November of 2013. Based on the results of the pilot, all student services specialists are part of a call center group that can provide developmental advising over the phone throughout the day. When a student calls MCC Connect and needs developmental advising, the agent checks online to see which student services specialist is available and transfers the student to that student service specialist. The student is provided immediate assistance without having to travel to campus.

If a student calls MCC Connect and needs prescriptive advising instead of developmental advising, the MCC Connect agents have been trained to provide prescriptive advising.

The agents are able to perform prerequisite overrides, course scheduling, compass score interpretation, degree audits (certificates & accounting degree), course alterations (adding, dropping and withdrawing) as well as discussing the impacts of GPA, and completion ratio on financial aid status.

MCC Connect successfully developed and rolled out an on-line reference guide (wiki) where agents have an organized library of material available at the click of a mouse to help find answers to the multitude of different regularly questions asked. This useful tool has been recently rolled out to all of student services.
MCC Connect added desktop sharing and web cams to improve MCC’s ability to help students remotely. Under the proper conditions, MCC Connect can verify identification, look at documents, or receive documents without the student being asked to leave home.

MCC Connect fully enabled AQM (call monitoring system). With AQM all phone calls are recorded with a selection being reviewed to ensure that each agent hits all quality elements during the interaction with the student. This is used to provide regular feedback and coaching to all of the agents.

MCC Connect added an additional contact channel for students by rolling out Live Chat in November. There is a population of students who are more comfortable communicating electronically than over the phone. Chat allows them to contact MCC using a preferred methodology. From November to May MCC Connect has chatted 1,047 times.

**2013-14 CALL STATISTICS**

<table>
<thead>
<tr>
<th>MCC Connect: Top 6 Types of Calls</th>
<th>April 21, 2013 - April 21, 2014</th>
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<tbody>
<tr>
<td><strong>Type of Call</strong></td>
<td><strong>Number of Calls Coded</strong></td>
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<td>Financial Aid</td>
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<tr>
<td>Admissions Registration Enrollment</td>
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<tr>
<td>Help Desk Issues</td>
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<tr>
<td>Set Appt LEC/ORT/Adv/Testing</td>
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<tr>
<td>Transcript Inquiry Or Order Transcripts</td>
<td>3,506</td>
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<tr>
<td>Testing Services</td>
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<tr>
<td><strong>Total number of calls coded</strong></td>
<td><strong>78,196</strong></td>
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<table>
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<tr>
<th>MCC Connect: Call Stats</th>
<th>April 21, 2013 - April 21, 2014</th>
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<tbody>
<tr>
<td>Total Calls Received</td>
<td>88,581</td>
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<tr>
<td>Total Calls Answered</td>
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<tr>
<td>Average Speed of Answer</td>
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<td>Average Length of Call</td>
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<td>Total Calls To Voicemail</td>
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<tr>
<td>Total Calls Not Answered</td>
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<td>Average Time to Caller Hung Up</td>
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</tr>
<tr>
<td>After Hour Calls</td>
<td>2,502</td>
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</tbody>
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CUS
TOMER SERVICE SURVEY
MCC Connect conducted the 2\textsuperscript{nd} annual customer service survey in the spring of 2014. To assess the effectiveness of MCC Connect, 10\% of the students who called between March 13 and April 13, were surveyed. The survey calls were placed two days after the student had initiated a call to MCC. Data gathered is used to identify areas for improvement and fine-tune the call center accordingly.

The results indicate a high level of overall satisfaction with the MCC Connect experience with 85\% of those surveyed being extremely satisfied. Ten percent were somewhat satisfied with the service. In addition, 98\% responded that the phone representative demonstrated good listening skills, and 97\% indicated that the representative was knowledgeable and adequately/accurately answered questions.

Of the callers surveyed, 78\% said this was the first time using MCC Connect for an issue and 75\% said that the reason for contacting MCC was resolved. When asked about the level of effort the student personally had to put forth to accomplish the request, 78\% said that the effort was easy or somewhat easy.

During 2014 MCC Connect will focus on activities that will optimize and enhance the call center’s ability to serve students:
- Investigate ways to stabilize the Cisco Call Center Software to provide greater up time for agents and minimize the risk of a complete outage. Possible upgrades will be needed in 2014-2015.
- Investigate new technology to provide additional access options for students such as online conferencing capabilities.
- Improve the Agents’ prescriptive advising skills to keep reducing the time from admission to enrollment for a student.
- Migrate the wiki to a robust enterprise platform for enhanced management features.
Advising and Retention

Academic and Career Advising is a critical and continual role in admissions, retention and student success at MCC. MCC’s advisors are known as Student Services Specialists (SSS), are trained and often assist students in selecting a program of study, discussing career and/or course options, providing financial aid and other payment-related information, helping students find resources for personal issues as well actively providing encouragement and additional support for students. MCC aims for advising to be styled with a holistic approach in mind – looking at the whole student and all factors that can help and hinder academic progress.

Further, SSS’s also facilitate veteran’s admissions and advising as well as assisting disability students with intake paperwork. The staff manages early alerts for students that are in academic distress providing advice and making referrals when needed. Advisors also follow up on course and grade concerns, and counsel students on academic probation or suspension.

MCC moved to a more defined process of advising mid-year by breaking academic advising and career advising into two major types of advising – prescriptive and developmental. MCC connect staff members were trained on elements of prescriptive advising and are now able to assist students telephonically with many items such as adding and dropping a course, pre-req overrides and other direct items/needs that were previously handled through visits to on-campus professional advisors and can be rather quickly handled, depending on conditions of the request.

This allowed the on-campus professional advisors to focus on developmental advising which focuses more on advising students who are new to MCC; have completed approximately 50 percent of the declared program; are having challenges in courses; and other situations that require a more intensive look at the student’s history, goals and current environment.

Further, the developmental advisors serve as resource for staff doing prescriptive advising, with one advisor located in call center for easy access.

Phone advising kiosks have been established on all four campuses, providing students a phone that connects directly to MCC Connect and a computer to enable staff to walk a student through the MCC website, ANGEL, NetPartner (online Financial Aid system) and other useful sites. This also allows for students to be easily transferred to phone banks if there is a line in student services and the student would like to remain at the campus.

Student services also introduced group advising in conjunction with faculty this year to provide more access to advising opportunities to students AND give faculty an arena to advise a group of students with the capability of seeing each student’s academic history, to ensure accuracy. Group advising is led by a faculty member in a specific degree or program with the designated student services staff member assisting as needed regarding registration, financial aid and other systematic student services questions. Group Advising is enabling general information to be imparted to many students at one time.
Student Services continues to have an embedded advisor linked with transitional math and English courses. Advisors provide a vital link to student support services and serve as additional support to students during the course(s). Toward the end of the each transitional course, advisors address students in a group as well as individually to assist them in planning courses for the next semester.

All academic advisors have undergone extensive trainings on Disability Services, Veterans Services and Financial Aid and have been connected to the call center’s CISCO system so students calling in can receive advising over the phone and avoid coming in, when appropriate.

**Starfish Early Alert/Early Invention Program 13/14**

MCC is going on its third year of using Starfish for early alert and early intervention for notifying students who are not doing well in classes. The system allows instructors to flag applicable students and then academic advisors follow-up on the back-end with the student in hopes of intervening and getting the student back on track.

<table>
<thead>
<tr>
<th>Item Name</th>
<th>Total Raised</th>
<th>Manually Raised</th>
<th>Survey Raised</th>
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<tbody>
<tr>
<td>FLAGS</td>
<td>6097</td>
<td>3960</td>
<td>2137</td>
</tr>
<tr>
<td>Instructor Feedback &amp; Follow Up</td>
<td>278</td>
<td>187</td>
<td>91</td>
</tr>
<tr>
<td>Lacking Materials</td>
<td>128</td>
<td>73</td>
<td>55</td>
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<tr>
<td>Low Test Scores</td>
<td>1256</td>
<td>887</td>
<td>369</td>
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<tr>
<td>Missed/Late Assignments</td>
<td>2533</td>
<td>1565</td>
<td>968</td>
</tr>
<tr>
<td>NO Participation</td>
<td>1092</td>
<td>945</td>
<td>147</td>
</tr>
<tr>
<td>Poor Participation</td>
<td>810</td>
<td>303</td>
<td>507</td>
</tr>
<tr>
<td><strong>KUDOS</strong></td>
<td><strong>6498</strong></td>
<td><strong>1479</strong></td>
<td><strong>5019</strong></td>
</tr>
<tr>
<td>Good Academic Progress</td>
<td>3915</td>
<td>594</td>
<td>3321</td>
</tr>
<tr>
<td>Good Participation</td>
<td>1083</td>
<td>293</td>
<td>790</td>
</tr>
<tr>
<td>Outstanding Academic Performance</td>
<td>1245</td>
<td>531</td>
<td>714</td>
</tr>
<tr>
<td>Showing Improvement</td>
<td>255</td>
<td>61</td>
<td>194</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>12595</strong></td>
<td><strong>5439</strong></td>
<td><strong>7156</strong></td>
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</tbody>
</table>

Advising services will continue to grow and be enhanced as group advising takes hold and student services staff partner with faculty members in assisting students with advising needs. The model of prescriptive and developmental advising in working with students to get through the selected program of study will also become further entrenched as advisors work more as a team in getting a student through to completion.
A milestone checkpoint hold and advising appointment will be added this year to a student’s account if the student has completed 50 percent or more of the program of study declared. The student will be notified of this hold via letter and email and then need to meet with a developmental advisor or faculty member to go over the remaining part of the degree that needs to be done to complete. This includes selected classes, financial aid and payment history and any upcoming potential barriers that might impede or slow down completion. This will play a critical role in assisting students to complete and do it on time.

The embedded advisor program will grow to be more comprehensive with instruction and student services increasing faculty and staff’s teamwork in transitional courses to work with students and provide the necessary resources and guidance to be successful. Student services would like to be more a visible support in transitional courses for students to understand the relationship and fully take advantage of it.

The Early Alert/Early Intervention Program utilizing Starfish will be reviewed with faculty and most likely revamped in hopes of increasing utilization by students. Currently, Student Services guestimates that about 20 percent of students contacted via the early alert process are actually reached. Further, students that are reached often are having personal issues – situations that are beyond offering assistance via tutoring or additional academic needs. Students can also be inconsistently flagged for performance due to faculty being unsure of when to flag a student at times. By enhancing the process, reviewing flags and strengthening outreach methods, these issues can be curbed or at the least, lessened.

**Student Assistance Program**

MCC will bring on the Deer Oaks Student Assistance Program beginning July 1st which will assist in the early alert, early invention program as it is geared to assist students with personal issues outside the classroom as well as provide a valuable referral tool for faculty. The program provides a holistic approach and offers 24-hour access with services that include short-term face-to-face, telephonic and online counseling.

In addition, students can also login to a dedicated website with access to live chat (LiveCONNECT), in-the-moment counseling via an online counseling portal and thousands of articles and resources to support work/college/life balance.

Student services is in the process of identifying training needs with advisors and will develop and implement a full training calendar for the next year for advisors to maintain and grow in the current position. Items to be covered currently include: career services/coaching, early alert, appointment management and MCC updated policies and procedures. Career Services will be enriched with advisors through resources available through the Student Assistance Program and materials/resources provided through the USA Funds grant. Continued cross-training in all areas of Student Services will be a major focus in the next year. Staff will continue to acquire the knowledge necessary to assist students with any Student Services-related items.
Testing

Testing centers on each of the four ground campuses provide testing services to the students of MCC and members of the surrounding communities. The centers administer and proctor COMPASS and Work keys assessments, College Level Examination Program (CLEP) tests, Test of Essential Academic Skills (TEAS) and Health Occupations Basic Entrance Test (HOBET) for allied health programs, on-ground tests for online courses when needed, make-up tests for college faculty and various other assessments for career and technical programs and certifications. In addition to the full range of testing services for course placement, identification of skill levels in math, reading and language. The centers also facilitate/proctor testing for students who attend other schools.

The testing coordinators have an incredible amount of potential in assisting other student services areas in accommodating students and enhancing support in recruitment and retention. Each testing center has space to handle up to 40 students at a time and is equipped with technology so students have access to a variety of MCC resources. Further, testing coordinators are very knowledgeable when it comes to interpreting assessment scores and assisting students in understanding placement as well as answering additional questions.

Thus, the centers have stared to be used for other efforts with testing still being the first priority. Testing centers will soon be used for sessions for group advising were held in the testing centers – allowing students to have access to computers, thus online registration, etc. while being advising by a faculty member.

Testing coordinators will be one of the student services staff that can also assist in group advising sessions and have also started to participate in recruitment efforts. Cross training for testing coordinators with student services specialists as well as student services will continue to allow for better service to students. Further, testing centers will be used by students to take career interest assessments, and other career services related assessments. Testing centers will be further outfitted with technology necessary to conduct group trainings and group career services/advising sessions.

Lastly, Student Services is currently looking at a new way to accommodate students in paying for the Compass by utilizing MCC’s active calendar database software. Right now, a student must pay in person at the time of the test which can add unnecessary time to taking the test and causes a back-up at the registration window. With the new process, students will be able to book a time to come in and take the Compass as well as pay for it all online so it is already paid for when arriving to take the assessment.

Financial Aid

The office of Financial Aid Services processes federal, state, institutional and outside financial for current students, provides loan repayment services to former students and insures compliance with federal and state regulations and donor requirements for scholarships.
Financial aid helps to bridge the gap between what students/families pay toward educational expenses and the actual cost.

By agreeing to participate in Title IV financial aid and other federal programs, MCC is bound to abide by federal regulation in the administration of the institution and its programs. Financial Aid Services, then, works in cooperation with almost every area of the college:

- MCC Foundation: to identify private scholarship recipients and perform awarding and disbursing functions.
- Business Office: to and disburse aid and reconcile accounts.
- Student Services / MCC Connect: to provide training, continuous updates regarding processes and regulations and to respond to high level questions (Tier 3) regarding financial aid.
- Instruction: to assist in creation of academic calendars, researching the pros/cons of year-round programs for Allied Health programs to better meet academic and financial aid needs of students, update Title IV participation agreement for new and modified certificate (gainful employment) programs.
- Administrative Computing / Institutional Technology: to ensure PowerFAIDS, NOLIJ, EX and Regent Review (new verification software) run efficiently, propose and implement new enhancements/services to more effectively deliver financial aid, and receive questions from Student Services and MCC Connect via an online help desk ticketing system.
- Recruiting / Retention: to deliver financial aid and scholarship in a manner that serves the needs of current and prospective students.
- MPIO: to update and enhance financial aid pages of the MCC website, deliver appropriate materials to students via print, social media, and web, as well as provide appropriate information for news releases and news media.

The financial aid function was centralized in the spring of 2012, bringing all processing functions to the district office. Over the last year, numerous processes were streamlined to deliver financial aid more efficiently and to reduce the number of staff members needed to process financial aid effectively. The office now consists of a director, three professional and three support staff members (a net difference of -4 since January 2013). Processing enhancements include:

- Automating disbursements and financial aid communications via scheduling service that runs processes overnight, saving several hours of manual work during the day.
- In cooperation with Human Resources, all Federal and Institutional Work Study recipients will be identified and awarded up front beginning with the 2014-15 academic year. MCC faculty and staff will be able to hire based on awarded recipients who complete applications for employment via NeoGov.
- To meet newly implemented federal regulation, the financial aid and business office are reconciling all federal funds accounts and Return to Title IV processes monthly.
- The Satisfactory Academic Progress (SAP) procedure has been continuously refined and is now fully automated.
In addition, students on approved SAP appeals requiring an academic plan will be monitored via registration flag to ensure the student is following the academic plan to safeguard future aid.

- Summer financial aid applications are collected online via PowerFAIDS and processed within 2 business days of receipt (down from 5 business days a year ago).
- Complete overhaul of the Financial Aid pages of www.mohave.edu including a new tab on the homepage called “Paying for College” that directs students to financial aid, scholarships and bursar’s office.

In February 2014, the Student Advocate position (reporting to Dr. Kearns) was created to provide continuous financial aid training to Student Services and MCC Connect. The Student Advocate began training all Student Services and MCC Connect staff in April with the goal of all staff being capable of accurately answering Tier 1 - and 2 – level financial aid questions and to provide support for Tier 3 service to students. The Student Advocate, in cooperation with the Financial Aid staff, is in the process of configuring an online ticketing system for financial aid and processing questions. The Student Advocate will maintain the system and answer all Tier 3+ financial aid questions from students beginning June 2, 2014.

<table>
<thead>
<tr>
<th>2013-2014</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund</td>
<td>Disbursed</td>
<td># Students</td>
<td>Average Award</td>
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<tr>
<td>Pell Grant</td>
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<td>2,962</td>
<td>$2,995.31</td>
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<tr>
<td>SEOG (Grant)</td>
<td>$113,313.00</td>
<td>560</td>
<td>$202.34</td>
</tr>
<tr>
<td>LEAP Grant</td>
<td>$34,267.00</td>
<td>90</td>
<td>$380.74</td>
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<tr>
<td>Federal Work Study</td>
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<td>51</td>
<td>$2,595.00</td>
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<td>Institutional Work Study</td>
<td>$108,395.00</td>
<td>40</td>
<td>$2,709.88</td>
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<tr>
<td>Direct Loans (Sub &amp; Unsub)</td>
<td>$6,958,809.00</td>
<td>2,088</td>
<td>$3,332.76</td>
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<tr>
<td>Scholarships</td>
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<td>571</td>
<td>$478.27</td>
</tr>
<tr>
<td>Total</td>
<td>$16,492,344.00</td>
<td>6,362</td>
<td>$2,592.32</td>
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</table>

Financial Aid Awards and Disbursement Data—2013-2014

**US Department of Education Program Review**

MCC’s Title IV program requirements were reviewed in February 2014 by the San Francisco office of Federal Student Aid. The review was coordinated by the Financial Aid Office with assistance from the Dean of Student Services and all areas of administration. The program reviewers interviewed staff and reviewed 32 student files from the 2012-13 and 2013-14 academic years. MCC is currently responding to initial findings (none of which required further file review). The response is due May 28 to the San Francisco office. From there, FSA will provide a final determination to MCC.
Default Management

Educational Credit Management Services (ECMC), a third-party vendor continues to provide contracted services to delinquent borrowers to prevent default and lower MCC’s cohort default rate (CDR). ECMC’s contract was extended to cover three cohorts instead of two which gives the company more time to work proactively on the 2013 and 2014 cohorts and the opportunity to further lower future CDR’s.

Financial Aid office staff worked diligently over the last year to insure the 2011 Official CDR is delivered below 30% in order for the college to provide Title IV aid and to continue business as usual. Efforts included:

- Reviewing and updating repayment dates for former borrowers prior to release of the 2011 draft rate release in February and adding to the denominator of the 2011 cohort. This effort added 16 borrowers to the denominator.
- Working with the Department of Education (ED) and FedLoan Servicing in a pilot program to submit appropriate CDR challenges. The challenge period has ended with 25 challenges accepted to positively impact the numerator, and 15 challenges to positively impact the denominator.
- The official CDR will be delivered in September 2014.

The MCC Retention Committee is now responsible for developing and implementing the annual Default Management Plan. Default prevention efforts will continue at MCC to safeguard future CDR’s and assist more students in successfully repaying student loans.

A new RFP was issued in spring 2014 for verification services. These online services will be provided in the future by Regent Education with an expected implementation date in early July, 2014.

Financial Aid Services is looking forward to continued enhancements to and automation of processes and being proactive to the needs of students. Goals for 2014-15 include:

- Awarding all work study funds up front with students applying for position online via NeoGov, application review and hiring through human resources, simplifying process for completing hiring paperwork, monthly reporting to supervisors regarding student earnings, application and processing calendar for work study programs to help MCC faculty and staff better understand and monitor the program.
- Restructure scholarship application process to include up front collection of high school transcripts to provide for more timely awarding to enhance student engagement and better recognition of scholarship donors.

Continue reducing future Cohort Default Rates through proactive solutions and avoiding the need to continually challenge and appeal rates. Goal for 2012 draft rate = 26%.
Disability Services

Disability Services at MCC is designed to empower students with disabilities to succeed, by facilitating access through The disability services department of Student Services raises awareness of Disability Services on MCC campuses with the student and faculty by developing and facilitating accommodation requests implementing established policies and procedures, maintaining MCC compliance with ADA and other disability laws, developing and providing training for students, staff and faculty related to disabilities and MCC Disability Services, and serving as a link between students with disabilities and the College

Disability Services at MCC has been evolving during the past year in several ways. During the current semester MCC Disability Services has undergone a structural change. The services will be centralized with all Student Services Specialists able to work with student to complete the disability services application, request accommodations and provide documentation. The director will review all documentation and work with the student to develop appropriate accommodations. Most of the process will take place electronically.

The MCC Director of Disability Services was asked in July to represent MCC as a member of the Mohave County Special Needs Advocacy Council (SNAC). This group works to improve services and outcomes for individuals with disabilities in Mohave County.

MCC Disability Services has assisted with recruitment outreach. In November nearly 300 letters were sent to inactive students who had registered with MCC Disability Services in the past.

In January, AT Bar software was loaded on flash drives and distributed to each campus. These flash drives contain assistive technology for screen reading, color overlays, magnification and speech-to-text applications, which students with applicable disabilities could use.

The first issue of a faculty newsletter regarding disability services and working with individuals with disabilities was made available in January. A newsletter will be published each semester, including summer with the goal of familiarizing faculty better in assisting and working with students with disabilities. All the issues are archived in JICS in the Disability Resources folder.

The director attended the Association for Higher Education and Disability Management Institute in February. The institute featured presentations of strategies for working with students on the autism spectrum.

The Disability Services specialists participated in two webinars in February. The webinars discussed what is meant by reasonable when discussing accommodations and how to deal with issues surrounding testing accommodations. The information obtained was also shared with advisors to improve knowledge and understanding.

The processes and procedures for the centralization of MCC Disability Services have been modified and training has taken place with all the Student Services Specialists, Student Services
Technicians and Call Center representatives. Testing coordinator training is ongoing on an individualized basis. The new process was put in place mid-May and gives the process a chance to be modified as needed before the rush of August and fall registration.

Registered DS Students and # of Accommodations Facilitated

<table>
<thead>
<tr>
<th>Campus</th>
<th>DS Students SU 2012-13</th>
<th>Accommodations SU 2012-13</th>
<th>DS Students FA 2013-14</th>
<th>Accommodations FA 2013-14</th>
<th>DS Students SP 2013-14</th>
<th>Accommodations SP 2013-14</th>
</tr>
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<tbody>
<tr>
<td>Bullhead City</td>
<td>17</td>
<td>45</td>
<td>27</td>
<td>74</td>
<td>24</td>
<td>52</td>
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<tr>
<td>Lake Havasu City</td>
<td>18</td>
<td>44</td>
<td>52</td>
<td>143</td>
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<tr>
<td>Kingman</td>
<td>31</td>
<td>79</td>
<td>67</td>
<td>171</td>
<td>55</td>
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<tr>
<td>North Mohave</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>174</td>
<td>150</td>
<td>394</td>
<td>124</td>
<td>289</td>
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</table>

MCC Disability Services is working toward the implementation of Microsoft Share Point for documents. This process will allow MCC Disability Services to go paperless and streamline documentation, providing needed items and information to be automatically in the system and ease administrative burden.

Disability Services continues to look at how technology can better assist students with disabilities. iPads is one of the items the department is looking to purchase and would assist disability students who need Video Remote Interpreting and note taking.

The department has also developed a disability resource page on MCC’s website for staff and faculty to access and serve as a valued resource. This page will continue to grow with additional information added as needed to improve services to students with disabilities. An online, self-paced course on disability and disability services for faculty is also being developed and will be added on the resource page as well.

Student services will continue to work toward centralizing disability services – with all student services specialists being able to initial intake of students with a documented disability. The director will review the documentation on the backend and review and approve accommodations accordingly.
Student Life and Leadership

Student life at Mohave Community College is geared to enhance the college academic experience. Through cultural, social and recreational activities, events and programs, students find camaraderie and personal growth opportunities to expand horizons that can further develop leadership skills and enrichment at MCC. Further, it embraces student clubs and organizations at MCC and are also designed to promote college spirit; provide a focal point for discussions between students and the college staff; give students a representative voice in college affairs; and suggest and facilitate student life (via activities, programs and service).

Student activity fees, which all students contribute to when registering for classes, largely support student life activities, events and programming at the college. The funds are managed by the Student Activities Council (SAC) on each campus which is a student-led group that promotes college spirit; serves as base/resource for student activities; events and activities; provides a focal point for discussions between students and the college staff; serves as a base to provide student events, activities and programs; and to give students a representative voice in college affairs.

Health & Fitness
The Lake Havasu City SAC opened a fitness center in the spring semester and it is used daily by students, faculty & staff. The LHC SAC continues to support campus sports teams and partners regularly with ASU Havasu for games, tournaments and open gym nights. The Bullhead City SAC put up a volleyball court on campus, which is popular with the students, and continues to operate a fitness center on campus. The Neal Campus Kingman student fitness center has maintained high student traffic. Both the LHC and NCK campuses provided healthy “brain boosting” snack during midterms and finals for students.

Leadership & Learning
The Lake Havasu City SAC and Kingman SAC hosted club officer trainings for all campus club officers and club advisors. The Bullhead City SAC hosted a React to Film series, with films about current social and political issues and held facilitated discussions after each film. The North Mohave Campus SAC hosted a Women’s History Month Quiz event. Both the LHC and NCK campuses held Constitution Day events.

Events & Activities
All campus SACs hosted Welcome Back events for students in both Fall and Spring semesters, welcoming students to campus and encouraging them to become involved in student life. Campuses also held Club Fairs for students to identify campus clubs with which they would want to become involved. Both the LHC and NMC campuses hosted MCC Shines in which the campus was decorated with lights and staff hosted various holiday activities.

The Lake Havasu City campus added two new clubs this past year – the Music Club and the Scramblers Hiking Club. Student interest and participation in these clubs are increasing with both having member activities this semester.
Campus SACs also spent much of the year volunteering and participating in service projects. The BHC and NCK SACs participated in the Holiday Mail for Heroes where students wrote messages to service members and mailed holiday cards. The three southern campuses participated in “PINK OUT”, where club members encouraged the entire campus to where pink on a designated day in honor of Breast Cancer Awareness month. The NCK campus held a food drive for the Kingman Area food bank and collected donations for Angel Manor, the local domestic violence shelter. The BHC campus participated in the Relay for Life event. The LHC campus held its’ annual Giving Trees event where all campus clubs sponsor a tree and collect items to place under the tree. Items collected were donated to various local charities.

The Student Activities Council will hold a college-wide club officer training next year in both the fall & spring semesters. One college-wide SAC meeting will be held each year to discuss policies & procedures. In the next year, MCC is looking for SACs to create a 12 month calendar of events as well as potentially send a staff and/or club advisor to college event conferences where acts and auditions can be viewed and materials can be brought back for student view and decide if any of the acts viewed are suitable for MCC’s student population. SACs are also looking at focusing on establishing a speaker series on each campus centered on educational, social and cultural topics.
Information Technology

The Information Technology department was reorganized and streamlined this year to make better use of the resources available to the College. This allows the IT department to maximize the agility and ability of the personnel to respond in the face of an ever changing technical landscape. The IT department is transitioning to a footing that will allow it to focus on the long term and begin to proactively shape the direction the infrastructure will go in for the upcoming years, as opposed to a maintenance and troubleshooting footing only.

Through continual service evaluation and improvement, the IT department is consistently reviewing service offerings and pricing to ensure the College is providing the most effective access to education for students and residents of its service area while being budget conscious.

Organization Structure

Administration Reorganization
The IT department underwent significant reorganization during the 2013-2014 year. The position of Chief Information Officer has been renamed to the Executive Director of Information Technology. The 2 positions of Director have been eliminated and replaced with a System Administrator and Network Administrator as direct reports. The Support Services Manager position has been replaced with the IT Coordinator position that is a technical and managerial position with new duties in the security area being assigned in the 2015-2016 year. The position of Technology Administrator now reports to the System Administrator. All positions receive oversight and input from the Executive Director of Information Technology.

Technician Level Restructuring
Based off of feedback and organizational needs, the IT department has reorganized the technician level positions for the upcoming year. 2013-2014 saw the reintegration of the technicians from CELT back to the IT department and based off of needs, the Campus Technology Support Technician position is being eliminated at the end of the 2013-2014 year and being replaced with a new position. The new position is Campus Support Technician and it is a salaried P1 level position. The position holds expanded duties and responsibilities on the network and phone areas of the infrastructure. To meet these requirements, any individual wishing to hold the position must have at minimum a 2 year degree and the vendor neutral CompTIA Network+ certification or ability to receive the CompTIA Network+ certification within the first 90 days of employment. The IT department has provided ample materials and tutelage to the current employees to assist in studying for the examination.
Instructional Computing

Class Room Technology Update

500 Building Switch Replacements
As a part of the initiative to increase security, performance and stability within the classroom environment, the IT department is completing a project that will replace the aging and underperforming Linksys brand switches outside of the classroom. The new switches are Cisco brand and meet the software security and manageability requirements and will be installed in locking wall mounted cabinets. This will allow the switches to be secured from unauthorized physical access as well as network access, while maintaining the view of professional installation. The Cisco switches will provide 1000Mbps connections to each desktop, increasing it from 100Mbps that was the previous maximum on the Linksys switches. This will reduce bottleneck issues when a large group performs network intensive tasks at the same time.

Classroom PC Upgrade
The IT department identified 144 Dell Optiplex 755 Desktop PCs that were deemed to be underperforming. This underperformance caused direct impact to student outcomes in classes due to significant time loss while waiting for the PC to boot up, log in or perform standard tasks. A test revealed 7.5 minute wait times from boot up and login before getting to a useable desktop. Through the application of a 60GB Solid State Disk and the standardization of the RAM amounts to 4GBs of RAM on each unit. This was done for approximately 10% of the cost of replacing the units and in post conversion testing yielded a better than 80% reduction in boot up and login times. This improvement has allowed the IT equipment to be deferred on replacement, however, the equipment will likely need to be replaced in the next year.

Extending the Classroom
The IT department has been working to leverage MCC’s infrastructure enhancements to provide access to students with a need for high dollar software. Recent enhancements to the virtual desktop platform allow for access from any network-connected HTML5 capable browser. This opens up the accessibility to providing a simple web address, rather than the necessity of providing specialized software and instructions for the individual students to install. This enhancement allows students to work as if seated at one of the College’s PCs and save work to the college provided H drive seamlessly.

Microsoft Dreamspark Subscription
As part of the College’s licensing with Microsoft as facilitated by the IT department, Microsoft’s Dreamspark program has been made available to students at a standard level. As listed on the Dreamspark Website: DreamSpark is a Microsoft Program that supports technical education by providing access to Microsoft software for learning, teaching and research purposes.
This allows students access to development and design tools from Microsoft at no charge. This enhances the ability of students to work with high dollar software packages on personal equipment without having to install trial only software with time limits. The IT department’s subscription remains in place as part of the Software Assurance benefits provided by the Microsoft Open Value License agreement.

**Academic Images**

The IT department continues to work with the Center for Excellence in Learning and Teaching and the Department of Instruction to provide a comprehensive, stable learning image for all student facing users. This has further been expanded by providing an Apple Macintosh platform image for the expanded platform the College has adopted for program use. The IT department is continually improving and reviewing the software installations and image production methods to ensure a repeatable and quality deployment for each classroom PC.

**Adobe Product Consortium Purchase**

The College entered into a consortium purchase in 2014, as facilitated by the IT department, with Pima Community College and other state community colleges. The continual review of the IT department contracts contributed to this effort. This changed MCC’s licensing cost and structure with Adobe to the College’s advantage. Through this purchasing agreement, the College’s expenditure for the Adobe software went from $17,500 per year for 35 licenses of Adobe’s Creative Suite down to $6,300 per year over the next 3 years for 500 installations per year of the Adobe Creative Suite product and full site coverage for Adobe’s Acrobat Professional software. The IT department is now able to provide College Employees with Adobe software for home use at $9.75 per year. This calculates out to being 1.6% of the actual cost of a full year subscription on the retail market. Students are furthermore provided with the ability to purchase subscriptions at 40% off of the retail cost per month.

**Student Computer Lab Equipment**

The IT Department has retired most servers from service, as the College nears the 100% virtualized mark for servers and applications. The remaining equipment has been undergoing rigorous review for usability and recyclability. The IT department has identified, selected and refurbished equipment that is being donated for the CIS departments on each campus to use in the course of teaching to provide hands on experience to students. These packages are defined to be a server, a Keyboard Video Mouse unit, a rack or half rack container, 2 switches and adequate storage. This project has been completed on the Kingman Campus with the Lake Havasu and Bullhead City campuses to be completed.

**Networking and Infrastructure**

**Wireless Access Points (WAPS)**

As part of the continual service improvement commitment that the IT department is making to the College, the Wireless infrastructure is being reviewed.
Currently, the infrastructure relies heavily on a centralized controller that resides strictly on 1 campus. The IT department has identified a new platform that will meet the needs of the College as a whole, while improving the security footing and control of the network traffic that exists. The platform does not require centralized or redundant controllers for functioning. This reduces the risk footprint of wireless and distributes the management.

**Virtualization Effort**

The IT department has continued forward with the virtualization of all College servers. Currently 3 production servers exist that are non-virtualized. These servers have had the number of services provided reduced so as to facilitate the move without interruption to daily services to each campus. Each of the remaining servers is on Bullhead Campus, Lake Havasu Campus and North Mohave Campus. Attainment of this goal will complete the IT department’s move to an entirely virtualized services environment.

**New Primary Datacenter**

The IT department proposed a new datacenter project to the board in 2014. Upon approval of a $330,000 dollar budget, the datacenter purchasing was done according to all procurement procedures. The new location was chosen in Las Vegas and the equipment is scheduled for installation on June 1st. Once installed, the IT department will coordinate to bring over systems in a seamless manner for business continuity. The datacenter will provide an additional layer of business continuity and disaster recovery that has been lacking previously. Upgraded equipment was selected and purchased with expandability, upgradeability and serviceability in mind. The specifications exceed what currently exists in production by a significant margin to allow for future growth.

**Additional Security Measures**

To enhance the College’s security footprint, numerous steps have been taken to tighten security. To begin with, the IT department has worked in conjunction with the College’s bandwidth provider to retake physical custody of the College Firewall to its current primary datacenter. This allows physical access to the device in the case of need within the same location as all other equipment currently in the Phoenix IO datacenter. The IT department has also responded to numerous Digital Millennium Copyright Act violation notices by installing a content filter and additional Next Generation Firewall that will allow control of and reporting on current traffic on the network.

Furthermore, a Self-Services Password Reset portal has been implemented and launched to the user-base to reduce the burden of password reset calls on MCC Connect and IT staff currently. This will allow a more robust implementation of industry recommended password complexity rules for staff and students to further secure MCC’s data and network. The IT department also regularly reviews accounts and permissions in Active Directory to ensure that system level securities are not compromised or handed out to individuals with no documented need.
**Backup Strategy and Software**
The IT department has implemented a virtual machine backup strategy using 3rd party vendor software to facilitate disk to disk backups. This technology provides fast backup and recovery down to the item level for servers. Exchange and SharePoint software are included as well as fileservers. The robustness of the software allows for testing of the backups to ensure completeness and recoverability without interruption of business to test effectively. This provides the college with an additional layer of support for recoverability. The overall structure plan is to have multiple storage level snapshots, dual datacenters that are replicated and full virtual backups to recover item level records.

**5 year plan to transfer to Cyclical Deferred Maintenance**
The IT department plans to reduce the number of large scale “forklift” upgrades by converting specific items in the IT Infrastructure to cyclical deferred maintenance plans, expecting to renew the cycle every 5 years. Items planned in this structure would be cable plant, switching, routing and server upgrades, as well as end-user device management. This spreads the total cost of replacement over the 5 year cycle to provide room for incremental upgrades and changes.

**Building 100 in Lake Havasu**
The IT department was instrumental in the bringing online of the new building in Lake Havasu. The department provided input to the planning of the new building, ensuring quality equipment was purchased and installed on both end points. The IT department coordinated and cooperated with Lake Havasu Facilities to install an appropriate sized conduit and cable to link the new building to the infrastructure utilizing internal labor. The IT department continues to provide ongoing support for the new building and has had minimal challenges in this venture.

**Data Storage Systems**
During the past year, the IT department tracked the growth of institutional data and required a larger capacity storage area network (SAN) with high speed to meet the needs of the institution. After consideration, which included performance and budgetary concerns, the option was chosen to upgrade the in place Nimble Storage Solutions SAN with an add-on shelf, instead of purchasing a costly second SAN. This purchase allowed the IT department to retire an aging and underperforming Dell Equallogic SAN from production. This move protects College data and maximizes efficiency by removing the speed bottleneck that was experienced before by allowing further disk level protection of critical data and tighter integration with the backup strategy adopted by the IT Department. This purchase allows for the further growth of the College’s data stores without compromising the ability to retain the data with minimal overall impact.

**Supported Platforms**
The College introduced a need to bring the Apple Macintosh platform in to the infrastructure through the launch of the Visual Communications program. The IT department was able to respond to this need by provided necessary management and implementation labor coupled with the appropriate network access.
The purchase of a 3rd party access software was required to enable the full functionality of Active Directory for students in the program on the Macintosh computers. This software is produced and supported by Dell Software/Quest Software and allows students to access the same documents in the college provided H drive on a Mac as on a PC.

Production Servers

SharePoint
The IT department and Admin Computing Group of the office of the Vice President are collaborating to implement Microsoft SharePoint 2013 in the upcoming year. The goal is to provide a robust forms environment both publicly and privately with a workflow capable back end to move data through the system as effortlessly as possible. The forms portion was chosen to attempt after previous form software was found by the Office of the Vice President to have unsatisfactory pricing structures. Microsoft SharePoint 2013 also provides solutions to other issues the College has faced in the past, including Document version control and archiving/retention capabilities. The IT Department’s long term goals for SharePoint are to create a more granular and well documented file structure than exists with the current file servers, allowing management over the content and availability in a much more integrated manner with Microsoft Office.

Microsoft Lync 2013
The IT department has purchased licensing for and implemented a Microsoft Lync 2013 server on the production network of the College. This is not meant to run counter to the use of Collaborate for students, however, it is meant to provide another option for busy professionals within the college to attend meetings or communicate on an instant manner. This software provides logged multi user communications and file share, as well as screen sharing, voice, video and session recordings. Microsoft Lync 2013 is also available on mobile devices with similar capabilities, including voice and video communication.
College Advancement

College Advancement exists in tandem with the MCC Foundation. The Dean of College Advancement is also the Executive Director of the MCC Foundation. Both responsibilities support each other. To simplify this report, no effort will be made to differentiate between these two entities during the discussion. Sometimes it is more appropriate to refer to College Advancement and at other times better to reference the Foundation. In most cases, the activity being described has an element of both functions.

In this past year, significant turnover in unit leadership occurred and long-range planning has emerged as a critical area of focus for FY15. Despite these changes, the investment results have been outstanding, efforts to secure planned gifts are paying large dividends, the four campus chapters continue to increase fundraising, and the unit continues to enjoy excellent support from MCC’s staff and volunteers. Additionally, grants development has been reinitiated as an activity of the Advancement Office.

Foundation Membership

The four campus Chapters of the Foundation strive to secure new members to the Foundation. Events held by the chapters are attracting increasing attendance. However, the chapters have not been able to convert these prospects into members of the MCC Foundation.

The Foundation did not participate in All Staff Training Day in September, opting for smaller personal expressions of appreciation at each of the southern campuses. Over 50 memberships lapsed from 2013 to 2014. Individual luncheons were unproductive in recruiting new members or upgraded memberships.

FY13 efforts to increase “corporate membership” in the MCC Foundation have begun to yield results, with the first $10k/year corporate sponsorship secured in the 4th Quarter of FY14.

Alumni Relations

The MCC Foundation is responsible for the college’s efforts with alumni. The term “alumni” is applied to anyone in the MCC data files who has earned thirty or more credit hours or completed a certificate program. About 4,500 alumni receive a monthly email containing updated college news, alumni discounts, affinity partnerships and information on the MCC Foundation. The Foundation is pleased that $1,145 was received from GEICO. (The Foundation receives a stipend for every insurance price quote registered with MCCF.) From time-to-time the unit encounters alumni with significant MCC success stories. These stories are passed to MPIO.

The Alumni Discount Program continues to offer discounts and services from local vendors. Participating merchants are from Bullhead City, Laughlin, Ft. Mohave, Lake Havasu City, Needles, Kingman, Mesquite, St. George and Cedar City.
The program continues to be quite successful, with 232 merchants participating, including 35 in southern Utah, and 14 national listings. Virtually all of the merchants have continued participation from the prior year to this past year. MCC Foundation members, MCC staff and Governors are eligible to participate.

The Proud Employer program is an effort to “surround Mohave County with MCC.” Over 2,000 merchants in the larger communities in the county now display a small plaque proclaiming that the business is a “Proud Employer of MCC Students and Alumni.” Cause and effect for public relations activities are difficult to establish.

The MCC Alumni Facebook page continues, and is refreshed daily. The page has a small but growing number of “friends.” The alumni database contains over 4,500 current emails, and the Foundation has begun monthly contact with these alumni using the Crescendo Interactive electronic email system. Additionally, cross-posting between the MCC Foundation, the Foundation’s chapters, the college’s campuses and student groups has further increased the reach to alumni.

Deferred Giving
Deferred gifts (wills, estates, trusts and life insurance) are a potential major source of fundraising. Not many deferred gift donations are received annually, but the few that are received tend to be five- and six-figure gifts. To date, four planned gifts totaling $1.4 million have been arranged and one large planned gift of $428,472.86 was received.

Donor Activities
Donations received can be displayed in a wide variety of ways. For purposes of this report, three methods of donating are used: cash, special, and in-kind. The amounts displayed below are through three quarters for FY14. The Foundation is optimistic that FY14 will finish over the million dollar mark.

“Regular Donations” (cash) are the fundamental base of the fundraising effort and the key amount for annual tracking. Within this category, $6,364 was received in the form of memberships, $1,242.25 received as unrestricted contributions, $222,170.31 received as restricted contributions (scholarships, program sponsorships, and pledges for capital projects), and $187,543.75 received as custodial funds (primarily for scholarships).

Special gifts are those large contributions to the college which are considered to be “one-time” in nature. In FY14 the Foundation received $428,472.86 from a large charitable trust (see Deferred Giving, above), the proceeds of which are an unrestricted contribution to the Foundation. The Foundation does not anticipate any gifts of this type for the next fiscal year.

In-kind contributions represent material goods and services donated to the Foundation for the benefit of the College or the Foundation.
Examples for FY14 include raw materials and equipment for the Welding, Art and Science Departments, as well as unclaimed travel expenses by staff.

Regular and Special Donations to Foundation office $845,793.38
In-kind donations to Foundation office (MCC & MCCF) $18,338.68
Total Donations to Foundation office $864,132.06

<table>
<thead>
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<th>Total Donations to MCC Foundation Office</th>
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<table>
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<tr>
<td>FY14</td>
<td>$800,000</td>
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</tbody>
</table>

Total Donations to the Overall Foundation (excluding chapters).

Total fundraising income raised by the Chapters $61,469.25
Total donations and income to MCC Foundation $925,601.31

In FY14, a total of $382,040.75 was received in scholarship donations. These funds were combined with endowments to create 104 scholarships, which were distributed to 376 students.

**Stewardship Activities**

Weekly electronic newsletters are sent every Saturday to about 450 members of the MCC Foundation and other donors. Each issue describes one event of interest about activities on the college’s four physical campuses or the college in general. The balance of each newsletter contains financial or donation topics. Members and donors are able to access a large amount of financial and donation information by simply clicking on a topic.

Those who have provided endowments receive at least three major contacts each year. At the end of every semester, each receives a report of the financial status of the endowment. Every spring, the endowment donors are invited to attend a Donor Appreciation Luncheon and meet the students who benefitted from the endowed scholarship.
The luncheon is also attended by current year and annually renewing scholarship donors. Attendance at the spring Donor Appreciation Luncheons has grown from 28 in 2008 to 212 this year.

Donors in the President’s Circle Club (contributing $1,000 or more in the most recently completed fiscal year) receive recognition at the Foundation’s Annual Meeting, receive a special President’s Circle version of the membership pin and are provided with a President’s Circle jacket. Annually, each member of the President’s Circle Club receives a modest but interesting gift.

**Chapter Activities**
The Campus Chapters of the MCC Foundation are a major outlet for volunteer energies of those who wish to support the college. Chapters hosted “A Thank You” luncheon for the campus faculty and staff prior to or immediately following the Christmas Break. The event is used for the dual purpose of recognizing the contributions of College employees toward student success and as a recruitment event for Foundation membership (though few new members were recruited as a result of the event). Additionally, each of the four Chapters hosted Donor Appreciation Luncheons in April, both to recognize the financial contributions of donors and to celebrate the accomplishments of scholarship recipients.

The following major events were conducted by the four Chapters.

**Bullhead City Chapter**

The Chapter sponsored a community choir, called Voices of the River (VOR). The fourth annual concert was the Christmas Gala performed at the Aquarius Hotel. Attendance grew to about 1,200 this year. The event has been so successful that an endowment has been created with a portion of the earnings.

The second annual “Time for Tea” event was held this past year. The gathering of 200+ paid attendees viewed a fashion show and participated in a purse auction. Despite the attendance, increased venue costs resulted in a net income from the event of $716. A different venue will be sought for the coming year.

A “Welcome” breakfast was hosted for the teachers and administrators of the local school district. The event introduces new and early service teachers and administrators to the Foundation, the College and the community, and is intended to aid in retaining talent in the BHC service area.

Leveraging the success of the Christmas Gala, the Voices of the River also hosted a Spring Concert. The event drew ~430 attendees, and raised over $1,500.
Kingman Chapter

The Historic Route 66 Association’s annual Fun Run culminates in a dinner at a historic downtown location in Kingman. The Kingman Chapter secured the proceeds of the ticket sales from the Chamber of Commerce for funding of the Historic Route 66 Scholarship. Over $60,000 has been raised for scholarships in the prior four years of the event. Approximately $10,000 is expected from this year’s event.

The fourth annual Wine and Food Festival featured tasting areas provided by four Arizona wineries, four popular restaurants, 20 sponsors and 10 vendors and artists. The continuation of an accompanying car and motorcycle show has enhanced the event and total attendance. Attendance at the event exceeded 500, and is expected to raise over $10,000.

A “Gifts Change Lives Trail Ride” was launched in the fall. Participation was modest, but well enjoyed by all. This event may be transformed into an ATV ride in the future.

Lake Havasu City Chapter

The Chapter assisted the arts programs on campus by sponsoring two art shows. Attendance was strong and the events were much appreciated by the artists and attendees.

The Chapter achieved participation in the donation pool of the Havasu Balloon Festival, resulting in a new gift of $1,000 to the Foundation. This amount is expected to increase for FY15.

The Chapter partnered with the Lake Havasu Historical Society to host “The Way We Were” – an extravaganza celebrating the 50th anniversary of Lake Havasu City. Over three hundred individuals attended the event, and netted over $4,200.

North Mohave Campus Chapter

Oktoberfest is a major community event that also attracts county governmental officials. This year’s event experienced the return of Kingman and Lake Havasu residents who are county officials renewing membership in the North Mohave Campus Chapter of the MCC Foundation. The event was enjoyed by almost 200 guests.

The chapter has been successful in securing donations for the creation of the Claude T. Cawley Mohave Serves Scholarship endowment. This endowment is already awarding scholarship funds to campus students.

All four Chapters have achieved strong attendance by Board members at most of the monthly meetings.
Investment Portfolio and Foundation Assets

The MCC Foundation’s investment philosophy (called “portfolio management”) was instituted during the fourth quarter of FY09 and continues to realize solid investment gains. The average annual rate of return of all Foundation investments over the last 5 years (as calculated by Edward Jones) is 14.82%, as represented by the orange line in Figure 2. This Figure displays the percent gains and losses over this period (FY14 is through three quarters). The strong investment results provide excellent cushion to offset those years in which investment losses will occur.

Annual Rate of Return from FY09 through the first three quarters of FY14. The Rolling Average of 14.82% is calculated as the average return over the last five calendar years as reported by Edward Jones.

Through the first three quarters of FY14, total investment Interest, Dividends and Value Adjustments were $296,017. For comparison, the quarterly return on investments for the last 23 quarters is given in Figure 3.
Quarterly return (in Dollars) of investments in the MCC Foundation portfolio.

Through the first three quarters of FY14, the total assets of the MCC Foundation have increased by $624,327 to $5,360,682. About half of these assets are property being held for future donation to the college. The other half is the permanent property of the MCC Foundation.

General Operations
Underneath all of the activities listed above, was the ongoing maintenance of the bookkeeping and accounting systems, gift acknowledgement activities, communications functions to a wide variety of audiences, creation and production of materials and resources, annual audits, and a host of operational details which were ably maintained and improved.

The human resources available to the Advancement unit experienced a significant change at the beginning of the fiscal year. The long-standing Executive Director / Associate Vice President of College Advancement moved to a new position away from the college and out of the state. The remaining full-time College Advancement Manager and MCC’s Dean of Business Services absorbed those duties previously performed by the director. The department’s part-time person rose to the challenge with the many training opportunities handed down by the Advancement Manager. A new Executive Director / Dean of College Advancement was hired by MCC half-way through the year. The changes have resulted in streamlined reporting to the Foundation’s Board of Directors, efficiency changes in internal operations, concentrated alumni relations activities and compressed major donor solicitation.

Other Support to MCC
College Advancement has begun actively working with departments to solicit federal grants and develop/expand community partnerships. To date, one grant has been submitted under the new advancement director, with three more scheduled for the summer of 2014.
Campuses

Bullhead City Campus
Changes and improvements to the Bullhead City Campus (BHC) during the 2013 – 2014 academic year were experienced in two broad areas that will be addressed below: Aesthetic and Functional Improvements, Campus Community – Community Involvement and Student Life. Events and progress germane to the campus will be the focus of this report, although some topical overlap is unavoidable between college-wide advancements and occurrences on other campuses, reported elsewhere. Campus-level decisions were methodically guided by espoused institutional values, the MCC strategic plan, and also by the expectations outlined in the 2012-2013 Year End Report.

Items of broad import during 2012-13 include the fact that significant personnel changes were incurred for a variety of reasons over the course of the year. In addition, momentous organizational structure and process changes dramatically and understandably impacted campus climate and performance. In contrast to recent previous years, facilities projects for the year rarely dramatically impacted the campus visually or functionally—with one exception.

Areas of anticipated focus in the upcoming academic year include culture, retention, safety planning and emergency preparedness, employee learning, innovation in the areas of student activities recruitment, and community engagement. Given an unusually large number of personnel changes and the very recent changes to organizational processes and structure, the upcoming year presents opportunity for rebuilding and reinvestment in campus climate and culture. Employees with significant organizational history have expressed the desire to reinstate a sense of “work family,” involving the regeneration of robust channels for informal communication aided by a strong pattern of positive engagement and consistent campus level procedures. It is generally believed that heightened levels of employee engagement and an accompanying atmosphere of enthusiasm will, by themselves, correlate to increase student retention and success.

The continuing evolution of campus safety planning and emergency preparedness efforts will be based upon awareness of principals outlined in the Action Guide for Emergency Management at Institutions of Higher Education prepared by the U.S. Department of Education. The importance of employee learning to continuous improvement of the institution will be emphasized at the campus level, and the necessary redevelopment of campus dean office operational manuals (some of which were lost in a server failure during 2013-14) may serve to highlight learning needs of the campus dean staff.
Recruitment of new students will need to leverage strong community relationships and involve a fresh look at approaches designed to show off the many positive aspects of the campus and college. Development of a calendar of student activities will be undertaken to deliberately reinforce recruitment activities; student activities will be seen through the lens of leadership development while acknowledging the practical limitations inherent in the numbers of interested and available students and staff. New ideas will be solicited to strengthen community engagement efforts, including ideas suggested by local Foundation chapter members to connect businesses to specific college programs of study.

**Aesthetic and Functional Improvements:** Previous but ongoing efforts made primarily by BHC facilities staff resulted in significantly reduced consumption of power, gas, and water relative to previous years. A three-year project was concluded to retrofit exterior lighting fixtures with much more efficient components that also provide better illumination. Sodium lights in the refreshed HVAC lab were replaced with LED fixtures that not only operate on drastically less energy and provide much better illumination but that have extremely long expected lifespans. The southern side of the Legacy Allied Health Building (LAHB) I was enhanced with high efficiency window film and window shades to reduce afternoon temperatures in the dental lab. HVAC projects included four new condenser units for the LAHB I, a new minisplit AC system for dental labs, zone control for the conference room of the LAHB II, and the replacement of HVAC units on the 800 classroom and the library.

The entryway to the college was enhanced by an in-house landscaping project. Upgraded campus directory signs now help students and guests find the way. An ongoing “campus branding project” so far resulted in installation of inspirational quotation banners in the 500 learning lounge, the SAC pool lounge in 200, and the SAC workout center in 300. Mascot decals ornament building entryways, and light poles located in the courtyard north of the library sport banners advertising campus programs. Hargrove Library patrons enjoy the results of relatively inexpensive project that resulted in more study rooms, expanded lounge spaces, new carpet and paint. Faculty offices in the 600 building were refreshed with new tile, carpet, paint, and ceiling tiles. Following the much-anticipated removal of mobile buildings, a beautiful new sand volleyball court was developed at the north edge of campus in the spot previously occupied by the mobiles. Room 504 was significantly upgraded to house the new Visual Communications program. LAHB II was enhanced by the purchase of framed artwork based upon colorized radiographic images, and building restrooms were enclosed with new doors. After significant diagnostic and investigatory processes, the aging roofs of buildings 200 and 300 were treated to a process in May and June 2014 that results in roofs protected by a 12 year warranty.
Campus Community – Community Involvement and Student Life: The campus continued to play a significant role hosting community activities and partnering with community and county agencies; use of college facilities for external events remained extremely heavy. The BHC Student Activities Council (SAC) was responsible for continuation of a healthy series of activities enjoyed by students, staff, guests, and community members. The regularly scheduled React to Film series of educational movies was enhanced by two film screenings outside of the series: “Honor Diaries” and “The Anonymous People.” Several outdoor recreational movie nights (“The Great Gatsby,” “Ironman,” “The Hunger Games: Catching Fire,” “47 Ronin,” “The Lego Movie”) were enjoyed by students and families, and many additional activities made the year special: comedy night with three professional comics in September, a car show in October, the Von Shakes outdoor rock concert in October, MCC Shines (in conjunction with the MCC Foundation chapter), BBQs, dances, pool tournaments, leadership activities, co ed league softball, the College Daze spring event, and club open-house events. SAC paid for the equipment to furnish a small but very functional student workout center in room 310, and purchased equipment for the outdoor sand volleyball court previously mentioned. Other BHC student organizations include the following: Culinary, Art, Creative Writing, Nursing, Math, MC4 (computer), Radiology, Phi Theta Kappa (honor organization), and Dental programs. The latter group provided services to uninsured adults and children during the annual Give Kids a Smile Day and the Give Adults a Smile Day. The dental programs’ students also provided dental sealants on children in need at area schools, in addition to providing numerous education presentations throughout the tri-state area. The BHC MC4 club once again filled multiple large trucks with recyclable electronics at its annual drive.

Enjoying a close association with local businesses, the campus hosted numerous economic development activities, educational activities in partnership with several community organizations, and frequent cultural and civic events. The library staff routinely hosted art exhibits associated with the River Valley Artists’ Guild and the River Valley Writers’ Group, and the monthly Hargrove Herald—a library newsletter—was debuted. Several employee volunteers participated in the World Book Night, distributing free books throughout the community. The campus hosted the inaugural meetings of a new Rotaract club, open to MCC students.

In addition to established annual events like Pumpkin Festival and MCC Shines, the local Foundation chapter initiated an annual new teacher welcome breakfast held on campus in July to strengthen community ties to the college. Community involvement remains a strength upon which campus employees will continue to build.
Extended Campus

The 2013-2014 year for the MCC Extended Campus (eCampus) was one of accomplishments and readjustment as the result of right sizing based on enrollment decreases, a phenomenon experienced by community colleges across the country, and strategic reorganization designed to better accomplish strategic goals/metrics. At the close of the 2012-2013 academic year the eCampus included distance delivered instruction support, online student support, Veterans’ services, community and corporate education, and the Small Business Development Center (SBDC), all managed by a campus dean. The Extended Campus, as it was a year ago, no longer exists. Three positions were discontinued, the remaining positions have moved into other college-wide reporting units. During the year changes in structure brought online student support directly under the dean of student services, Veterans’ Services under the recruitment area of student services, and corporate and community education and the Small Business Development Center under the office of instruction structure. However, even with right-sizing, all of the functions and services the eCampus once offered are now, or are expected to soon be, well-integrated into a college-wide structure that should provide more cross-campus services and support.

During 2013-2014 the non-credit e-campus units (SBDC, community and corporate education) continued to work on meeting strategic plan goals. Accomplishments are discussed below.

Small Business Development Center

MCC’s Small Business Development Center (SBDC) is assuring that local businesses have the resources needed to survive and thrive by providing no fee face-to-face business consulting and trainings on writing business plans, accessing capital, marketing, regulatory compliance, international trade and more. The measurement of success for the SBDC addresses jobs created (new and expanding businesses), jobs retained (struggling businesses), capital investment (bank and owner financing) and increased sales dollars for its clients.

SBDC Trainings/Offerings: The MCC SBDC offered a variety of business-related trainings during the year. Some trainings were offered via the MCC ITV system, which allowed the center to reach all four MCC service areas at the same time. Trainings include:

- Profit Mastery (May, 2013 – 16 hour fee-bearing course, 15 participants); Mohave County Economic Development Department (MCEDD), Lake Havasu Partnership for Economic Development (PED) and Bullhead Regional Economic Development Authority (BREDA) sponsored thirteen Mohave County businesses.
- Accounting Basics and Record Keeping (September 2013; 12 participants)
- OSHA-sponsored training (November 6 & 7, 2013; 37 participants)
- SBA Clinic in Bullhead City and Kingman (January 7-8, 2014; 8 participants)
- Hosted an Arizona Division of Occupational Health and Safety (ADOSH) Regional Safety Summit: 16 vendors and 19 classes/workshops (February 19-20, 2014)
April 29, 2014 – Procurement Technical Assistance Center (PTAC) training in Kingman. Two (2) Stage 2 companies attended. (A Stage 2 company is one with 10 – 99 employees doing 1 to 50 million in sales.)

MCC SBDC is preparing for a June 2014 Profit Mastery program that will offer twenty (20) sponsorships provided by MCEDD, BREA and PED.

**Strengthening partnerships with area business and economic development entities:** MCC SBDC staff participated in numerous city, county and state meetings throughout the year, including Lake Havasu City Economic Security Meetings, Kingman Economic Development Marketing Commission meetings, Kingman Chamber of Commerce “Sandbox” meetings, the MCC Corporate Education Advisory Council meeting, the National Association for Community College Entrepreneurship (NACCE) Arizona state-wide meeting, Lake Havasu City, Bullhead City and Laughlin Chamber of Commerce activities (including the Lake Havasu “Cash Mob” event), participated in the Virtual Academy K-12 Career Night and participates in the monthly Kingman and Mohave Manufacturing Association (KAMMA) subcommittee meetings on Web presence, which are hosted by MCC’s Corporate Education Office. 2014 is proving to be a banner year for MCC SBDC. As of May, 2014 the SBDC is currently at 236% (5.2 million) of the Sales Increase goal and 300% (8.2 million) of the New Capital goal.

**SBDC State Events:** Annually, AZSBDC network celebrates Success Awards for small business excellence throughout Arizona with recognizing each of AZSBDC twenty-six locations, each presenting a small business with this prestigious award on the capital lawn that has excelled over the year. This year’s 2014 Success Award Winner for Mohave Community College SBDC is Adam and Katherine Greene of Rim Country’s Rock N Yard located in Bullhead City, AZ. The Greenes were honored at the Governor’s Luncheon in the early spring.

**SBDC Staff trainings by Accredited AZSBDC State Network office:** Throughout the year the staff of MCC’s SBDC received training and support through the Accredited State Network, including the new Economic Gardening and International Growth-Wheel Certified Business Advisor trainings.

**SBDC Center Goals:** Each Small Business Development Center is expected by the U.S. Small Business Administration to meet goals related to Jobs, Sales and Capital. MCC’s SBDC finished 2013 with assisting fourteen new business startups.

**MCC SBDC Report for its fiscal year, which runs January 1, 2013 – December 31, 2013**

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<thead>
<tr>
<th>SBDC Jobs Created: 37</th>
<th>Increased Sales for SBDC Clients: $862,642</th>
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<tr>
<td>SBDC Jobs Retained: 3.5</td>
<td>New Capital for SBDC Clients: $1,718,010</td>
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</tbody>
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Corporate Education
The MCC Corporate Education Office strove to meet growth and community presence goals throughout the year. Staff continued to provide a number of classes to businesses throughout Mohave County desiring to improve workplace skills. Trainings this year included Microsoft Excel and Word, Customer Service, Dealing with Difficult People and a new Management Series offering in the spring via Interactive Television. Programs for specialized audiences included nursing assistance, CPR/First Aid/AED and Certified Production Technology (CPT), a new program that has the structure to allow both non-credit and for-credit presentation. Corporate Education partnered with MCC’s allied health faculty and the Havasu Community Health Foundation to develop and submit to the state an Assisted Living Caregiver Program, which has now been approved. During the year the college was approved to offer Certified Welding Testing. This testing program was initially managed by the Welding department with some scheduling support from eCampus staff. The local and other businesses have become interested in contracting testing for employees, the testing program has now been fully assigned to Corporate Education. Additional information regarding some of the above programs and corporate contracts in general are discussed below.

Certified Production Technician Program: MCC is a certified learning and testing center for the Manufacturing Skills Standards Council (MSSC) that certifies students that successfully complete the program. The Certified Production Technician program (CPT) helped several Mohave County One-Stop students find employment within the manufacturing field after completing the CPT/MSSC non-credit program this winter. Students utilized MCC’s Mobile Learning Lab and Manufacturing Training Equipment purchased from LabVolt Corp. MCC and the Mohave County One Stop will be starting a new CPT program cohort this June. MCC’s Mobile Learning Lab with CPT equipment inside. In addition to being used by the CPT program, the lab will be available other programs as well as recruitment and community activities.

Tri-Cities Council: In June, the MCC Corporate Education Office will provide guidance in a goal setting and brainstorming session with the Mohave County Tri Cities Council meeting. This will include City and County representatives from Kingman, Bullhead and Lake Havasu cities and will help in planning out and prioritizing tasks and actions of the group for the next year or more.

MCC Challenge Course: In October of 2013, the High Elements of the course was taken down due to potential risk and lost insurance coverage. Corporate Education has offered several Low Elements Challenge Course experiences throughout the year and hopes to add additional low elements teamwork activities for the coming year. Early July will see the 3rd annual CAMBAM fundraiser for Hospice of KRMC at the MCC Challenge Course for a “Tough Mudder” competition.
Nursing Assistant Program: Corporate Education has provided two cohorts with the non-credit version of the Nursing Assistant Program for Havasu Regional Medical Center. The program has been successful with students able to successfully sit for the Arizona Board of Nursing Assistant Certification Examination. The class was presented at the HRMC campus and sponsored by the hospital for course fees, materials and testing expenses.

Goodwill of Northern Arizona: Corporate Education and Goodwill have come into an agreement that has allowed Goodwill employees to provide a Workforce Readiness workshop to customers as needed. The curriculum is provided by MCC and Goodwill is invoiced each month based on the number of workshops presented. The program has seen approximately twenty-five students successfully complete the course.

Assisted Living Caregiver Program: In 2013, new laws and regulations changed the way in which Assisted Living Caregivers could obtain a license and training. MCC and the Havasu Community Health Foundation (http://www.havasuscommunityhealth.org) partnered to obtain state licensing to provide this training on each of MCC’s southern campuses. The full training prepares students to take the state exam to become an assisted living care-giver. Licensed nursing assistants may take a portion of the course and once completed are eligible to take the exam, giving them an opportunity for an additional area of employment.

Continuing Education Units (CEU): Corporate Education sponsored a continuing education course for chemical dependency counselors December, 2013. Lori Howell, MCC chemical dependency studies resident faculty, presented the CEU-eligible course, “Ethical Dilemmas.” A dental CEU course for will be provided on May 30th, 2014.

Real Estate Licensing Preparation: On the horizon for 2014-2015, MCC Corporate Education staff have been meeting with a representative from a Bullhead City real estate office to discuss providing the ninety hour preparatory class for individuals wanting to test for a real estate license. Staff is reviewing state regulations to determine what is needed.

Truck Driver Training: The close of the 2012-2013 academic year saw the end of the SAGE truck driver training program; a credit-based certificate program. The college and the corporate education office have been interviewing other truck driver training companies in the hopes of finding a partner to offer a non-credit program at MCC. Discussions are currently underway with a company that is currently partnering with several mid-west community colleges.

Corporate Education is an important part of Mohave Community College, focusing on the community and provides offerings that are outside the academic norm of this institution. Individuals in this facet of the college are community liaisons, representatives, spokespersons, and workforce development specialists. MCC provides solutions for the educational needs of the communities’ individuals and businesses for personal enrichment and enhanced working skills. This is done with a great amount of flexibility and quality to ensure that clients get exactly what is wanted – and needed.
Community Education

Near the end of the spring 2013 spring semester the established community outreach program, based locally on each campus (and successful only on one – Lake Havasu) was redesigned to become a community education program with one community education manager replacing the three former community outreach specialists. One of the first accomplishments was the implementation of a web-based registration process that gives community education participants the ability to sign up and pay by credit card without having to come to a campus, and without having to go through the cumbersome registration process allowed by the college’s student enterprise data system.

Working closely with the campus deans and staff, the new manager increased personal enrichment and work skills course offerings at the Bullhead City and Kingman campuses. Motorcycle classes, which had been offered at the Kingman and Bullhead City campuses, expanded to the Lake Havasu campus. A computers for beginners course will pilot this summer to hopefully serve both traditional non-credit students and credit students who need an introduction to computers to succeed in college-level programs.

Youth programs are done so with strict guidelines for parents, students and facilitators in order to mitigate any possible risks. The Lake Havasu City Campus youth ballet program continued successfully during year, with changes to requirements to address possible risk issues. An initial middle school-age STEM (science, technology, engineering and math) 2013 summer program was successfully offered at the Lake Havasu Campus with hopes that similar programs would emerge during the year at the other campuses. Recruiting qualified science and math summer instructors for this age has been a challenge, and community education was unable to replicate the 2013 STEM event during the 2013-2014 academic year. The While the STEM program did not come to fruition this year, the community education manager is still actively pursuing the project with hopes of offering middle school STEM programs on multiple campuses in the coming year.

Community Education came late to the MCC Strategic Plan, but was added to the SBDC and Corporate Education strategic plan goals of having a greater community presence and increasing enrollments.

Increase civic involvement of MCC in a community service role within the MCC communities. Community Education has been involved in civic events such as Girls Day Out, the Winter Visitors Expo, Speak Out talk radio and television speaking engagements in Bullhead City. Community Education also continues to have a presence at the Mohave County Fair and the Lake Havasu City Balloon Festival.

In planning for the next year, the Community Education manager has developed an analysis tool that documents activity and roadblocks at each campus. The problem of being available at three campuses was solved by the installation of soft phone software on the manager’s laptop. Another challenge is the absence of wifi at community events, which prevents immediate enrollment at the event.
Lake Havasu Campus

**Facilities**: The new building replacing the San Juan Annex and relocation of Art & HVAC to the main campus was the highlight of this academic year (1/10/14). The facilities department refurbished most of the equipment and lab tables in sculpture, ceramics & lapidary. The new building resulted in a need to refresh the exterior painting of buildings 1000 (Bookstore), 1100 (Nursing), & 1200 (Hodel Library).

Facilities continues toward an annual goal of 20% refresh of the campus during each academic year and managed to accomplish just a bit beyond the charge once again. Room 706 has been repurposed for the gym/workout area. The campus is in the process of design and building a student lounge with the hope that it will be located in room 204. The MAC was moved (6/17/13) into what use to be the NAU building on campus. The NAU building has been redesigned as the Nursing Building. This update includes the latest technology including “smartboard” and projection systems. NAU has moved into the 200 building, into a suite of offices and a classroom (#s 213 – 217). These have been refreshed and updated. As a result of this move 4 faculty were relocated to an office suite (505) and installed windows in each office.

Work was completed with IT on updating and expansion of classroom projectors. Several projectors were updated and some classrooms were added to the list as having computer and projection capability.

The entrance door to PTA was moved West. This move has improved security of the PTA offices and lab areas while improving the sound barrier between the dance studio and PTA. The entrance to the Dance Studio was also relocated to an external door. Several initiatives have been accomplished such as branding flags, a history board and the Campus Metrics postings.

**Strategic Plan – 2013-2016**: Work continues to support the Strategic Plan. Mission Vision and Values Statements are supported at all times and serve as the focal point for work done at the campus level. Each campus is charged with role of development of a Community Involvement Team on each campus with college wide oversight (by 06/13). “Each year, on each campus, add two new, formal public relations programs that increase exposure to the community and enhance MCC’s image” (by 06/14). This assists in generating reports that may be used to update information toward Institutional Research annually each June.
**Instruction:** Work also continues with ASU & NAU toward collaboration where possible in any academic offerings toward Associate, leading to Baccalaureate degree offerings. Dual Enrollment continues as a focus area. Administrators are working with local schools (public and private) in developing quality offerings that lead to pathways beyond the traditional high school diploma. JTED-WAVE are also part of the work with area schools.

PTA was removed from provisional accreditation status to full accreditation. Congratulations.

“Gateway – Summer Bridge Program has been developed to expand the potential student considering coming to college. The LHC campus effort directly supports the allied health areas of the college. In addition to the “Gateway – Summer Bridge” course, there is a 4 credit Biology course required by most allied health programs at MCC.

**Campus Safety/Crisis Management:** The campus continued to report to the Safety Committee. An example of collaboration was the “Chemical Hygiene Plan” was completed in October 2013. New (5 watt) digital radios were purchased for facilities in order to improve safety communication. Campus Safety/Crisis Management Team completed a series of “Table Top Exercises. Those included: 1) “Active Shooter” (11/15/13) 2) “Hostage” (2/10/14) and 3) “Explosion” (4/15/14). Each exercise directly engaged the Crisis Management Team and findings were shared with other related groups.

**Student Life:** The Student Activities Council (SAC) was very active this year. SAC moved toward electing and building of an exercising room. Construction began Summer 2013 with a Fall 2013 deadline. The expectation is for good usage by students to relieve stress during normal academic workday. Two new student clubs were started up this year. Literature & Hiking. Of special interest was the development of the “Art-A-Fair” where student’s art work was on sale supported by the Foundation Chapter. The Chapter supporting the function was part of the strength that helped support the arts. Strong collaboration continues with intramural sports between ASU of Havasu and MCC. The first “Veterans Appreciation Reception” (11/12/13) was well attended by both the campus and community. “Second Saturday Story Time” at the Hodel Library was instituted the year and the community is responding well to this new venture. A series of “Brain Boosters” activities were executed this year. Healthy snacks were made available to all students during mid-term and finals, both Fall and Spring Semesters.

**Foundation Chapter:** The MCC Foundation (LHC) Chapter has welcomed and working very well with the new Dean of College Advancement, Dan Lara.
The Balloon Festival (4th Annual) is a growing event in the community and MCC’s presence in the event is growing along with it. This event continues to hold great promise for the future. This year MCC partnered with NAU & ASU and set up a post-secondary information booth (1/17/14).

Future: The campus is looking forward to working with the new Dean, Dr. Paula Norby. Welcome! The campus is looking forward to the development of a Student Lounge in 204 and the relocation of the Gallery to the Hodel Library. The future looks bright for MCC – LHC. The building replacement of San Juan on to the main campus (Building 100 - Arts and HVAC) has been value added to the campus life. Also, the relocation of nursing back onto the main campus from MAC to the “old” NAU building is another great move. Each of these, have been positive moves that help bring all LHC campus students onto the main campus.

Neal Campus Kingman
This was a good year for Neal Campus Kingman (NCK). Public events and/or campus events were well attended and were well received by the public, staff, and/or faculty. The dual enrollment program continues to be a tremendous feeder to the welding program at NCK.

In the fall of 2013 MCC became the first American Welding Society (AWS) American Testing Facility (ATF) in the state of AZ. NCK’s AWS certified ATF customers from all over of the United States have contacted MCC to schedule testing.

Neal Campus Kingman (NCK) held a very successful Faculty Orientation, with approximately 83 resident and/or associate faculty members in attendance. MCC held a very successful General Staff Day in Lake Havasu, with over 300 staff and/or faculty members in attendance.

NCK hosted several successful campus and/or public events such as a, Student Services training for Admissions, Recruitment, and Student Services staff, the Mohave Art & Craftsmen Guild art show, Chat with the President for students, staff and faculty, Student Activities Council (SAC) meet and greet was held for SAC candidates prior to the SAC student elections, and a MC4 (student club) computer recycling event yielding record numbers. Phi Theta Kappa hosted a breakfast for the entire NCK faculty to thank them for all of the support over the past school term(s).
The Registered Nursing (RN) program had a large fall enrollment of nursing student(s). Approximately, ninety-five percent of the student’s from the fall graduating class passed the NCLEX examination on the first attempt.

The Nursing Assistant (NA) program using JTED lab at the Lee Williams High School (LWHS) has been successfully used since August 2013. KUSD and KAOL have been successfully integrated into the NAP program. The NA program has enrolled between 70-80 students over the fall 2013 and spring 2014 semesters.

The Practical Nursing (PN) program started its third PN cohort in the fall of 2013 filling 18 spots. Weekly instruction from Carla, have greatly improved the faculty technology knowledge, this will continue as needed. IPad’s have also been added and Carla has provided instruction on the use of the technology as well as smart technology and Doceri.

The Certified Nursing Assistant (CAN) program hired a full-time coordinator and successfully completed its third set of classes in the fall of 2013. All students from all classes sat for the state CTE examination.

The college is following the SENSE (Schools Excelling through National Skill Standards Education) program, which aligns industrial education with secondary and postsecondary institutions. This program was designed to build on Tech Prep credits earned in high school for transfer into community college Career and Technical Education (CTE) pathways. The SENSE program follows the American Welding Society (AWS) certification outcomes and competencies in the welding skills sets. By aligning the curriculum at Mohave Community College with the AWS certifications – students will earn a certificate from MCC and a certificate from AWS that is accepted worldwide because of the standards incorporated into the revised NCK Welding program. In the fall of 2013 MCC became the first AWS American Testing Facility (ATF) in the state of AZ. ATF customers from all over of the United States have contacted MCC for testing.

Faculty Orientation was held, with approximately 75 faculty in attendance, NCK hosted several successful campus and/or public events such, a Blood Drive by United Blood Services, a Chat with the College was held by the SAC, Chat with the President was hosted for students, staff and faculty, the Annual MCC Foundation Donor/Recipient luncheon was held with 79 in attendance, and a Club Rush was held in the Student center to allow clubs to provide student with information and recruit new members and a MC4 (student club) computer recycling event yielding record numbers.
The Registered Nursing (RN) program continued to maintain a study spring enrollment of nursing student(s). Ninety-five percent of the student’s from the fall of 2013 graduating class passed the NCLEX examination on the first attempt.

The Certified Nursing Assistant (CAN) program’s fourth cohort classes in the spring of 2014. All students sat for the state CTE examination.

The Kingman chamber of commerce hosted the MCC Foundation’s Route 66 Fun Run Dinner this year. This is the sixth annual Route 66 Fun Run Dinner that featured silent bidding and/or open bidding for donated items for sale. The money from the tickets of this function raises monies for student scholarships in Kingman.

The NCK Chapter of the MCC Foundation will be hosting the fourth Annual Wine & Food Festival to raise funds for NCK student’s scholarships.

**North Mohave Campus**

The 2013-14 school year has been a successful one for the North Mohave Campus (NMC). Enrollment increased both Fall (16%) and Spring (25%) semesters. NMC offers a new paramedic program, and a new cohort of education majors. There have been multiple, well-attended community events, increased civic involvement, an active Student Activities Council, improvements to facilities and a new branding initiative that gives the campus a true college feel.

**Increased Enrollment:** Enrollment has increased on the North Mohave Campus this year—16% in the Fall semester, and 25% in Spring. Much of that increase can be attributed to the new paramedic program. Two fire departments in the service area, Hurricane, and Leeds, have collaborated with MCC to provide paramedic training for EMT’s and Firemen. The first class of paramedics graduated in May with paramedic certification, and the second class started in January.

The North Mohave Campus has created two other new partnerships in the 2013-14 school year. One is with the Fredonia-Moccasin Unified School District, and the other is with El Capitan School. The Fredonia-Moccasin District has chosen to send its teachers to MCC to get SEI recertification credits. At El Capitan, many of the FLDS students who have returned to public school are far behind in skills. Those who age out before completing the high school requirements are referred to MCC’s GED program. Superintendent Timpson sums it up this way, “I’ll get them to 8th grade level, you get them to their GED’s.”

Locally, enrollment has stabilized after the short influx of FLDS students. Even though there is still a great deal of turmoil in that segment of the population, as more people leave the FLDS, fewer of NMC’s students are restricted by the edicts of FLDS leadership. NMC still has FLDS students but enrollment is less dependent on this population than it has been in past years.
The local population base continues to increase as evidenced by the opening of a new middle school and two new elementary schools in the community.

**Image within the community:** In response to the strategic plan, the North Mohave Campus has created new cultural and civic events. NMC is fortunate to have a gifted art instructor, Dr. Kathy Cieslewicz. Kathy is the curator of the Sears Art Museum Gallery at the Dixie State University. Dr. Cieslewicz set up the Spring Art Show in gallery style at the NMC Annex. More than 100 local community members attended the event.

Another new cultural event this year is the reading of creative writing pieces. This event was held at the new middle school in Centennial Park. The pieces included humor, satire, and drama. Approximately 50 people attended the reading of 12 pieces. NMC participated in four new civic events. 1) The Dixie BLM Field Office held an open house at NMC for public discussion of a proposed road plan. 2) The student services specialist participated in the Fredonia High School career fair. This career fair attracted students from three high schools, and the Southwest Applied Technology Center. The specialist collected over 50 interest cards. 3) The NMC Student Activities Council (SAC) had a display at the Hurricane City Pumpkin Festival where hundreds of children and parents visited. 4) And the Student Activities Council also had a booth at the Washington County Fair. According to the 2010 census, Washington County has a population of 138,115. The event netted over 100 information cards. SAC took advantage of the heat outside to hand out MCC fans. This attracted more people to the booth. Also, whenever a worker saw anyone juggling ‘freebies’ or purchases, a MCC bag was offered to them. This resulted in dozens of moving billboards at the fair.

The Student Activities Council (SAC) has instituted monthly civic celebrations. Martin Luther King was honored twice this year; once in September for the 50th anniversary of his “I Have a Dream” speech, and once in January for Civil Rights Day. Other observances included Women in History Day, Constitution Day, Holocaust Remembrance Week, and Earth Day. These events have been celebrated with coloring contests, quizzes, cupcakes, brochures given to middle school students, and Facebook postings to 334 followers. SAC also arranged for local elementary schools to write letters to veterans, and gave away 100 Crape Myrtle trees for Earth Day.

Other, annual events continue on the North Mohave Campus. High school students are on campus for Senior Day and for the 9th grade career day.

These activities allows MCC to introduce students to career pathways early so students can get a head start on planning coursework at MCC. The foundation’s Oktoberfest had 261 participants, and the MCC Choir performance attracted over 500 attendees. MCC Shines, Welcome Back Week, and the Egg-Stravaganza are all well-appreciated annual events. And there is a new Arizona Strip record for Pumpkin Chunkin’: 351 feet. This year’s event included entries from two local high schools, a local contractor, and some staff members. There were trebuchets, catapults, and slingshots.
The high school physics classes requested a follow-up exhibition day this year that will be added to the annual schedule. And the principal of Fredonia High School reports that it is already planning entry for next year.

The North Mohave Campus has a new look. Although NMC is beautiful, there was not enough branding to give students and visitors a ‘college feel,’ so staff created a branding plan that has been expanded to include all four physical campuses. The first change was to paint the breezeway between the front doors red and white with a shadow box on the wall full of items that give a MCC/Bighorn splash. That has been followed by hanging flags in the parking lot, banners in the hallways, and a ‘personality wall’ in the most heavily trafficked classrooms.

The image of the North Mohave Campus has also been enhanced by several honors this year. The SAC advisor, Leyessa Dockstader, presented a session at the National Collegiate Leadership Association conference. Leslie Hammon, a student, was selected as a member of the All-Arizona Academic team and was honored at commencement. And, one of NMC’s Phi Theta Kappa members was selected to the International Scholar Laureate Program. This is a ten day trip to Australia and New Zealand to study hospitals, clinics, universities, and lectures by nurses and administrators.

**FACILITIES:** There have been several improvements to the facilities on the North Mohave Campus. 1) The computer lab classroom was moved from the 400 building to the 100 building. This move increased the number of computers that can be housed in the lab, thus allowing the enrollment of each computer-based math class to increase. The move also allowed for the use of larger tables so that students have room to keep books open next to the computers. 2) The offices and restrooms on the North end of the 300 building are extremely cold because the original ductwork was not designed well enough to heat these areas. The restrooms are especially cold because students do not shut the doors tightly and the rooms are exposed to outside, winter air. New heaters have been installed in these rooms, and spring-loaded hinges have been placed on the restroom doors to alleviate the problem. 3) The parking lot was crack sealed this year. 4) The billboard on the North side of town has been moved across the street.

The North Mohave Campus has experienced a positive year with increased enrollment, multiple new events, and improvements to facilities. There is every reason to expect this trend to continue into the 2014-15 school year.