



2015-16  
STUDENT SUCCESS  
INITIATIVES UPDATE

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## Introduction

Student Services at Mohave Community College takes great pride, care and responsibility in assisting the citizens of Mohave County and beyond in realizing their academic goals and opportunities, ultimately contributing to the betterment of the community at large. The department enjoys and is dedicated to promoting the benefits of education, engaging students to earn a better quality of life through learning and degree attainment as well as watching them grow from the first time they interact with any of the staff to the time they complete.

The department encompasses recruitment and marketing; admissions; registration; learning and life assistance; student success services; financial aid; enrollment management and advising – in addition to a robust call center which greatly enhances communication and assistance to students, staff and faculty.

All areas work together and support instruction, focusing on access, retention and completion - with a tremendous emphasis on student success.

The following report provides data and information pertaining to the current higher education environment as well as the demographics, behaviors and success of MCC's student population. The information presented is critical in developing strategies and assessing progress in student success.

## Education Overview

The education forecast remains varied. According to the National Center of Education Statistics (NCED), undergraduate enrollment in post-secondary institutions is projected to increase 14 percent by 2025. The Center also cites that the number of high school graduates increased in its' most recent data compilation (2014), by about 3 percent, with the diversity of high school graduates increasing and minorities becoming more of the population.

First-time student enrollment in postsecondary degree-granting institutions is expected to increase 11 percent by 2020, from 2009. Overall, total enrollment in post-secondary institutions is projected to increase 14 percent between 2011 and 2022, according to NCED. The Center further projects that conferred associates degrees will increase 49 percent by 2022/23 from 2010/11.

Education opportunities are widespread in that the availability and access to education via the internet has boomed. Online education in the past decade has transformed the education industry – increasing access, certificate and degree options and delivery as well as competition in the marketplace.

Competency-based learning has also added new discussion and interest into different ways to obtain a degree, focusing on mastering a specific skill or knowledge rather than a broad approach. While the national agenda still focuses on access among other items, the bigger discussion and focus remains on student success leading to completion within continued budget constraints and regulations.

In Arizona, the priorities are the same and also within a diverse and challenging environment. According to the Center for American Progress, Arizona's poverty rate was at 18.2 percent in 2014, close to 4 percent higher than the national average.

The state's population has shown steady growth for decades although predictions are it will be slowing. The Arizona Office of Employment and Population Statistics projects that the job growth rate will be in the double digits with the fastest growing occupations being state are construction and extraction, health care support and healthcare practitioners as well as technical.

Arizona is expected to experience a small decline in high school graduates with a loss less than five percent by 2020 and is slated to have a "majority-minority" status in 2019/20 (if not sooner), graduating more minorities than Caucasians, according to the National Center for Education Statistics.

The majority of higher-wage growth occupations in Arizona's targeted industries will require post-secondary education or extensive work experience according to the Arizona Department of Education. Further, the Department has noted that educated, experienced workers are leaving the workforce and within the next decade, roughly 167,000 jobs in Arizona requiring a bachelor's degree will become vacant due to "Baby Boomer" retirements.

Differences in educational attainment remain. The state of education, especially in Arizona, remains in flux largely due to funds available on a local, state and national level in addition to other factors such as employment.

Figures obtained through Economic Modeling Specialists note that the population is getting older in Mohave County however, will continue to grow with the most growth in the retirement-age population. Nineteen years and under population is declining as well as the 35 – 54-year-old age group. In addition, latest data shows unemployment resting at about 7 percent.

In order for Mohave County and the region to succeed, MCC understands that it must opportunistic and diverse – enhancing access opportunities for higher education without sacrificing educational quality. Student success must also be strengthened with students achieving their goals one course, one accomplishment at a time to ultimately complete a certificate or degree. Innovation paired with being financially savvy is essential as public financing continues to be strained.

MCC continues to position itself and make vast improvements in student success, thus completion. The focus of this report is to provide an overview of what student services is doing to lend to these initiatives.

An essential component to the report is the Enrollment Management Data Review (Appendix 1) - a comprehensive yearly report of data pertaining to enrollment management, student demographics and student success that is relevant in developing strategies and assessing progress.

It presents metrics that quantify the access to and completion of an academic program and the successful graduation and/or transfer to a baccalaureate college - as well as progress metrics that measure student retention from semester-to-semester and year- to- year.

## Student Success

Student success is at the forefront of higher education as a corner of degree attainment on a nation-wide level, noting that when a student is successful they are more likely to complete a certificate or degree which allows them to secure better employment as well as satisfy the need America has for a

skilled workforce. Student success employs an incredibly positive domino effect that colleges and universities strive for and Mohave Community College is no different.

Couple success with the continued goal of increasing access and recruitment, allows for a dynamic process to take stage for strong enrollment and completion – ultimately enhancing society through education as well as ensuring a healthy economy. There is a direct correlation between learning and earning: it is becoming increasingly difficult for an individual to earn a livable wage without some form of postsecondary education.

With these acknowledgements, the traditional emphasis of access in higher education has been joined by the subject of student success. Often noting that with a student being successful at a given institution, retention and ultimately completion will follow. Further, student success expands the area where higher education can tap into completion – it covers those that are already enrolled in college and not just those that are trying to get in.

These metrics are used to track student progression in a way that allows early intervention and support to increase the likelihood of success and transfer. Student success, in addition to access is at the forefront of Student Services operations and is emphasized throughout this report.

## Access and Success

### > Assessment for College Readiness

The college provides a placement assessment through CollegeBoard, known as “Accuplacer,” to diagnose students' readiness in math, reading and English for college courses – with the assessment score being valid for two years. The scores students receive dictate the courses they can take their first semester at the college – with an advisor following up after the assessment with complete information about their academic standing and the various MCC programs available.

In addition, My Math Test, a Pearson product, was fully implemented in the college’s testing centers this year as an alternative to the Accuplacer. Students can take the Accuplacer or My Math Test the first time they are assessed for placement, however are required to take My Math Test the second time should they choose to be reassessed during the same semester due to the structure of the assessment and additional available resources.

### > Financial Aid and Access

For low income, first generation college students, financial aid is critical to college access and success, but discovering it at the right time and taking full advantage of it can be challenging. Grants, scholarships and student loans can go a long way towards covering college costs, and provide people in rural areas with adequate financial aid to attend and complete college.

MCC has continued its’ partnership with Regent Review, a software provider, to simplify the process of verification which involves comparing data students/families provide on the Free Application for Federal Student Aid (FAFSA) to documentation provided via signed statements on the federal verification worksheet, federal tax returns and other types of income and public assistance data. It reduces processing time and costs for financial aid staff while enhancing compliance, leveraging electronic signature capabilities and provides enhanced security of student documentation.

Further, MCC remains committed to continual training and resource sharing among Student Services staff to ensure students can get the help they need in understanding financial aid and requirements.

Financial aid help desk tickets that are submitted by staff when they have unique challenges or concerns in assisting a student with financial aid and the tickets are reviewed weekly to provide follow-up and additional resources.

> **Scholarships and Access**

Scholarships remain critical to student success and access. For the third year in a row, students had the ability to apply for scholarship support twice a year via an online process.

The Future Fund Scholarship was established in 2015/16 and operates as a last-dollar-in program to cover full tuition and standard fees for students who qualify. As long as students continue to fulfill the requirements for the fund, they can renew for a total of five years or until completion of their first degree or certificate, whichever comes first.

> **Financial Aid and Student Success**

It is well known that there is a direct relationship between financial aid and student success. Researchers have discovered that grants and scholarships have a significant impact on student persistence especially among low-income, first generation college students. Further, financial aid is an incredibly important retention tool – many students cannot continue to attend college and pursue their educational goals without it.

Figure 1: Student Awarded vs Disbursed by Year

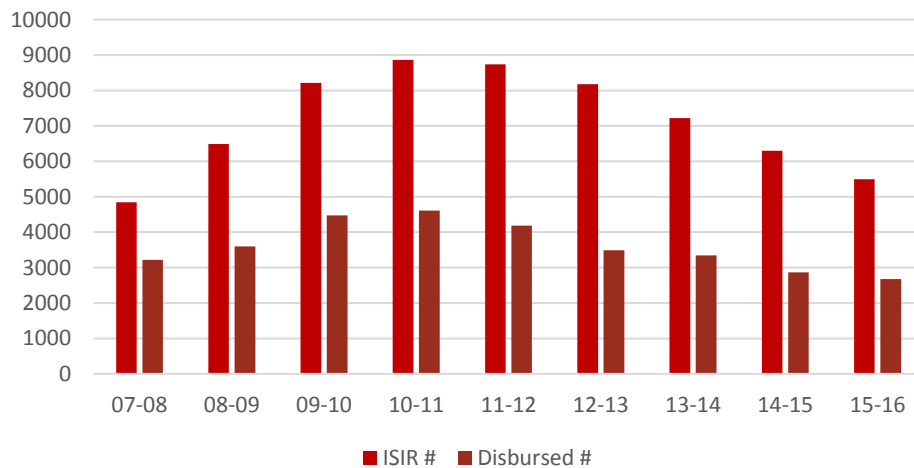
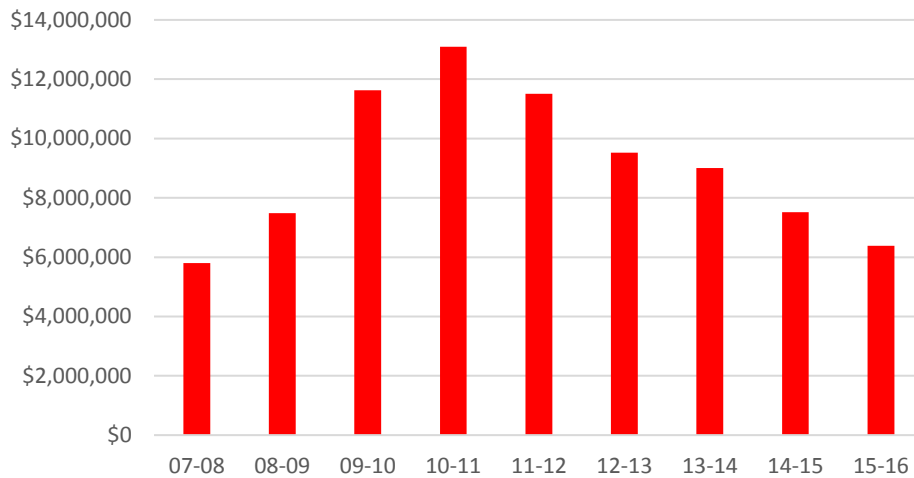


Figure 2: Pell Grant Disbursed by Year

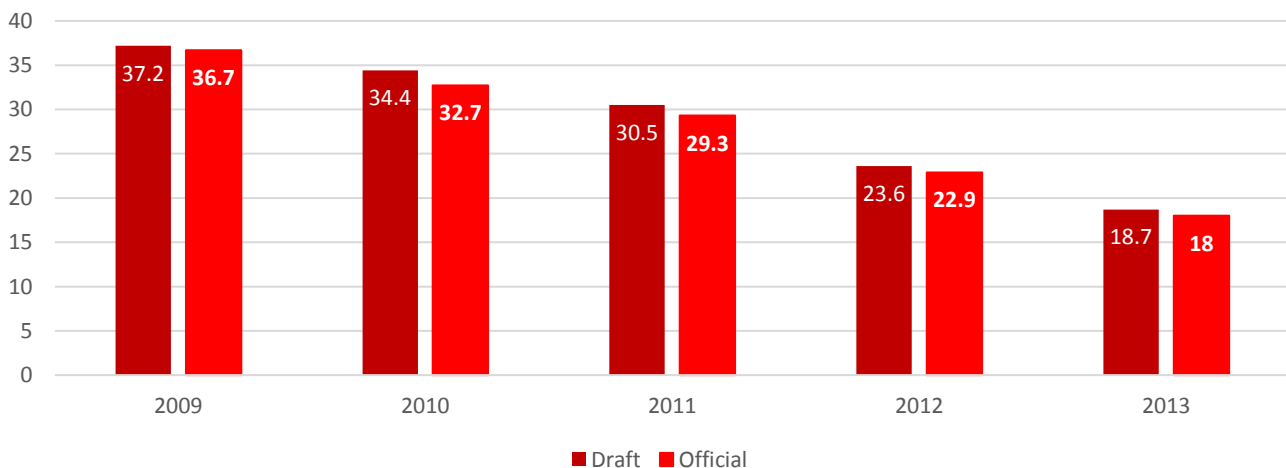


Approximately 71% of new students and 52% of all MCC students receive grant and scholarship aid. In addition, approximately 22% of all MCC students borrow Federal Direct Loans. MCC continues to deliver messages regarding responsible borrowing, loan repayment and the consequences of not repaying student loans. Beginning this academic year financial aid will be rolling out a financial literacy product called IGrad that students will use for loan entrance and exit counseling. This product provides resources to help with resume writing and job searching.

> Financial Aid Default

MCC's Cohort Default Rate (CDR) has decreased over 18% since the first 3-year CDR was released for the 2009 cohort. Default management efforts continue via our third party servicer, ECMC, and internal outreach.

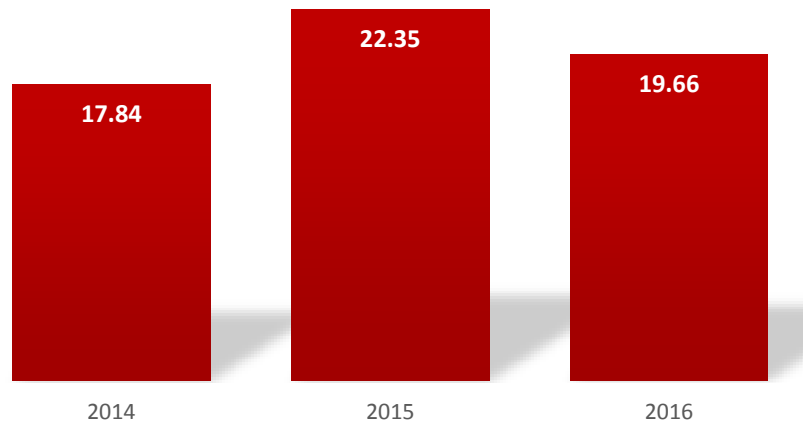
Figure 3: Three-Year CDR History





For 2007 and 2008, trial-three-year CDR's were provided to schools and official three year CDR's were made public beginning with the 2009 cohort. Schools must maintain a three-year CDR rate under 30% for three years in a row to avoid the loss of Title IV funding.

Figure 4: CDR Future Projections



ECMC is projecting that the CDR will spike but with proper management and outreach, MCC plans to lessen the increase as much as possible. The spike in CDR for 2015 is a national phenomenon potentially due to students above the age of 30 having higher loan balances and slower repayment than younger borrowers.

Extra emails and calling campaigns are being utilized to decrease the potential impact.

### > Dual Enrollment

Although there are many initiatives and programs designed to facilitate the transition to college and increase students access and success in college, Dual Enrollment continues to be a significant part of the college's service to the community by encouraging and allowing high school students to take college courses to earn college credit while still in high school. Dual enrollment, through credit-based transition-to college programs, not only allows high school students to earn college credit but also prepares them for the academic rigors of college. Traditionally used to accelerate the progress of high-achieving college-bound students, it also facilitates college access and success for middle-and even lower-performing students.

The college has established Dual Enrollment agreements with seven local school districts. The agreements with Kingman Unified School District # 20, Colorado River Unified School District # 2, Lake Havasu Unified School District # 1, Colorado City Unified School District # 14, Littlefield Unified School District #9, Telesis Preparatory Academy, Kingman Academy of Learning and Mohave Accelerated Schools served more than 840 dual enrollment students throughout the academic year and provided

students with 8,700-plus credit hours of course work, allowing them to get a head start on their college career.

Dual enrollment gives high school juniors and seniors the opportunity to work towards a degree or certificate earning up to 30 college credits while attending high school classes. A team of MCC advising and academic staff are on hand to answer questions and information about the dual enrollment program. MCC admissions counselors maintain close relationships with dual enrollment students throughout their dual enrollment period. Recruitment efforts to enroll these students are ongoing with staff providing information about financial aid and enrollment after graduation.

Each high school student interested in dual enrollment must take the college readiness assessment to ensure they are ready to take college level classes. The results of assessment testing of sophomores and juniors provide more realistic information to students about the skills that they will need to succeed. MCC staff also provides advice and guidance to the high school students who took the assessment, but did not meet the requirements for college level classes.

## Retention

### > Orientation to College

New Student Orientation gives new students an opportunity to learn about the processes at MCC as well some of the resources and support services available education and the many resources and support services available to start college on the right foot. Further, it is complementary to a course titled, “Survive and Thrive” (STU 103) in which students are given the opportunity to explore MCC practices further as well as enhance their self-discovery through topics including time management, test taking skills and more. Both orientation and STU 103 is mandatory for first time college students.

### > Academic Advising

Advising students is an area of high impact for students and staff in that it plays a pivotal role in the success and retention of students. Academic advising is an extension of quality teaching. What is valued in students’ learning—critical thinking and communication skills, research and analytical skills—can all be put into practice through academic advising. Just as the most effective classes are those in which the students are actively engaged, the best advising assumes both student and advisor share responsibility for the process.

Student Services maintains a strong focus on advising – largely due to the enormous impact it has on students’ educational careers and the true difference it can make regarding students’ experience and success at MCC. Advising is offered in many different ways to ensure accessibility is at an optimum, with students having plenty of opportunities and resources to receive professional, academic guidance for their chosen program of study. In addition, they can receive assistance for anything that may be impeding their progress.

Intentional advising assigns each campus professional advisor to five to six remedial and Student Success (STU 103) classes. The advisor visits the class three or more times per semester to provide information on support and other services at the college. In addition, intrusive advising is used when it becomes

necessary to contact a student for whom an early alert has been filed and intervention is needed to help the student succeed.

Milestone Advising is another way advisors support and encourage students to complete their educational goals. Students who have completed 50-75% of their declared degree of certificate(s) will meet with a professional advisor.

During this meeting, the advisor completes a degree audit for the student to ensure the student is on the right track, discusses Financial Aid with the student (loan repayment, aid still available to the student to complete their degree, scholarship opportunities, etc.), discusses the students' future plans & provides resources to the student to reach their goals (university transfer information and/or career counseling), and celebrates their accomplishments. More than 80 percent of students flagged for Milestone Advising took advantage of the program.

In the past three years, Student Services has also had a presence in the transitional classrooms – visiting at least three to four times a semester and talking to students about their options as they complete or perhaps need to re-take the course, in addition to offering other resources and guidance to assist with their success.

To enhance advising services and create greater access to academic assistance, MCC Connect (call center) agents also continue to offer prescriptive advising. Prescriptive advising allows for one call resolution in many cases. This saves the student time, and equates to less referrals to campus or to other departments.

Academic advisors are also accessible via phone, through MCC Connect, allowing students to receive comprehensive advising without needing to walk-in to any MCC Campus. Students call into MCC Connect during their hours of operation and are either connected directly to an academic advisor, or receive a return call from an advisor within 24-48 hours. In the 2015-16 approximately 15% of all students assisted by an academic advisor were helped via phone advising.

The college is a strong believer in empowering students to navigate MCC – educating them on many of MCC's services that are technology-based such as online registration and financial aid award acceptance through advising and orientation. Each on ground student services has a bank of computers for student use to access information, complete an admissions application, make an appointment to see an advisor and more.

#### > Student Success Course

Research indicates that students are more likely to persist and be successful in college when they establish (1) relationships with other students, (2) relationships with faculty, and (3) connections with the college itself. The Student Success Course (STU 103) facilitated all of these relationships and assists students in developing an awareness of their goals, their behaviors and their strengths as learners. In addition, the course provides effective strategies for attaining their goals, strengthening behaviors that lead to successful outcomes, and maximizing their learning potential.

It's designed to enhance the skills of entering freshmen to facilitate their ability to succeed in the college environment. Topics include student/instructor expectations, learning styles, time management, making use of college resources, listening/note taking/testing strategies and studying for success.

#### > Early Alert – Early Intervention

Early and continuing intervention can mean the difference between a successful student and one who might give up. Early alert is a program designed to identify, as early as possible in the semester, students who are at risk of not succeeding. Instructors look for known signs, such as non-attendance, lack of focus, late assignments, poor quiz results, and erratic behavior, to set the process in motion. The early alert system is web-based through a program called “Starfish,” so that instructors can use it from anywhere.

Once an instructor identifies any of the many early signs of a student at risk, the instructor flags the student. This action notifies the early alert specialist “attached” to the campus that the course takes place on to initiate the early intervention process. Intervention can range from a simple phone call to intrusive advising and/or referral to internal or external support services.

In 2015/16, more than 8,600 alerts were raised on students to receive assistance and follow-up with an advisor. Almost 4,000 kudos or “job well done” items were also raised on students through Starfish to let students know they were doing well. In total, 1,469 students received at least one flag and/or kudo during the 2015/16 year.

In addition, MCC has many resources available for students to help them improve performance as they are contacted via the early alert process. The college provides supplemental instruction, tutoring, math, reading, and writing labs, faculty one-on-one time and advising – as well as a Student Support Program that is operated by a third party and offers assistance with life issues.

Each service is available upon the request of any student in need. The college also maintains comprehensive listing of external support services in the Community Resource Guide. This guide was created to provide resources to assist students who may be at risk of not succeeding because of factors beyond academics.

Although the Early Alert – Early Intervention Program is designed to identify at risk students and proactively initiate all support services, these services are available to all MCC students as a part of the college’s overarching student success initiatives.

#### > Student Success Center

A main resource for students struggling at MCC is the Student Success Center which creates an environment that fosters student success by helping students develop learning strategies essential to reach their academic potential. Further, the centers also focus on teaching students how to apply these skills in college/life and have partnered with MCC faculty and staff to empower students to assume responsibility for their education; to be self-motivated and successful in their chosen field of study; and to function as a productive member of society.

The Student Success Centers play a pivotal role in providing students with tutoring services and other support resources to achieve academic success.

Generally, the centers provide math labs, reading labs and writing labs, along with software and textbook resources for students outside of classroom time and laptop computers for student use in the center. Tutors provide group tutoring and may also visit classrooms to explain how to get help with academics. In addition, this past year the staff has become incredibly proactive in using data to identify and contact students who could benefit from their services, but have not utilized them.

The Student Success Center has an incredibly holistic approach to student success and empowering the student to thrive in a college environment. The center is quickly expanding services and resources to assist students with life issues that impede their chances for success.

The Center has also utilized a Student Support Program to assist students with life issues. The program is operated by a third party via phone and is available to MCC students 24/7. It offers mental health counseling, financial counseling and legal advice in addition to myriad other services. Usage rate is low, however is typical on a national level. MCC expects the program to have increased traffic with it being closely tied to the Center.

## Graduation and Transfer

Two-hundred graduates, out of 588, in the class of 2016 returned MCC graduate surveys. Of those that completed the surveys:

- Ninety-seven percent indicated they had accomplished goals.
- Forty-seven percent said they did not intend to transfer.
- Twenty-eight percent said they were going to NAU, twenty-one percent to ASU, three percent to U of A and twenty-three percent out of state – out of those who planned to transfer.

### > Articulation

MCC has been diligent in working with each of its partners in reviewing and updating, when necessary, articulation agreements. Not only does MCC strive to make pathways user-friendly in working with each of its partners, but also encourages them to provide data regarding enrollment, completion and gainful employment.

Further, partner institutions have started to offer information webinars for advisors and others at MCC to attend to become more knowledgeable on their services and degrees. MCC continues to inquiry in-state universities about the possibility of reverse associate degrees. This would allow MCC students that transfer to state universities who did not complete their program of study that they declared at MCC to easily and seamlessly be awarded an associate's degree from MCC, provided they met the rest of their requirements at the in-state university.

### > Transfer Opportunities

Students intending to transfer to another institution meet with an advisor to learn about the resources available and to facilitate transfer of MCC credits to the university. Among these resources are transfer guides developed by each university for their majors, the Course Equivalency Guide, which is used to determine transferability of MCC courses, and AZTransfer which is an online evaluation tool for transfer students. The number of MCC students who transfer to Arizona colleges and universities are growing

moderately – with MCC continuing to develop initiatives to encourage degree completion at MCC first and then transfer to a university. MCC has expanded the transfer information available online.

### > Program Review

The primary goal of program review is to continuously improve service to students and student success. As a learning-centered college, everyone at MCC is continuously learning and working to develop innovative methodologies that empower students to succeed.

One aspect of this learning is to carefully study the current state of academic programs, measure how successful the program's students are, and set goals and objectives to guide program improvement efforts – based on a cycle timeline. Program review is based self-assessment and has become the foundation upon which programs develop a rationale to advocate for their needs in achieving educational excellence.

### Conclusion

Over the past year, MCC has continued to make a concerted effort to improve student success across the college – the College has grown tremendously in this area. However, work remains and MCC is primed for the challenge. The institution continues to be strengthened and often has adopted best practices before its' competitors.

This report, along with the comprehensive data report, provides strong guidance for MCC to act and make continuous improvements in student success and outcomes. The two together provide supporting evidence of MCC's continued commitment to student success in an era of fiscal constraints coupled with demand for higher education.

# Appendix I: Enrollment Management Data Review 2015-16

## Introduction

This report is a review of data pertaining to enrollment management, student demographics and retention which assists in developing strategies and assessing progress in student success.

## Basic Student Demographics

An examination of basic demographic measures of age, gender and ethnic distribution enable MCC to better understand the student body. Changes in these measures will notify MCC to needed changes in strategies.

### > Age and Gender

MCC attracts students of all ages which is typical of most community colleges. Specifically, in 2015/16, MCC saw a slight increase from the previous year in the 20 and under age group. The 21-25 age group also increased slightly. Female students who are 21-25 continue to be the majority of the population at the college – with females who are 20 and under a close second.

Figure 5: Age Distribution - College wide

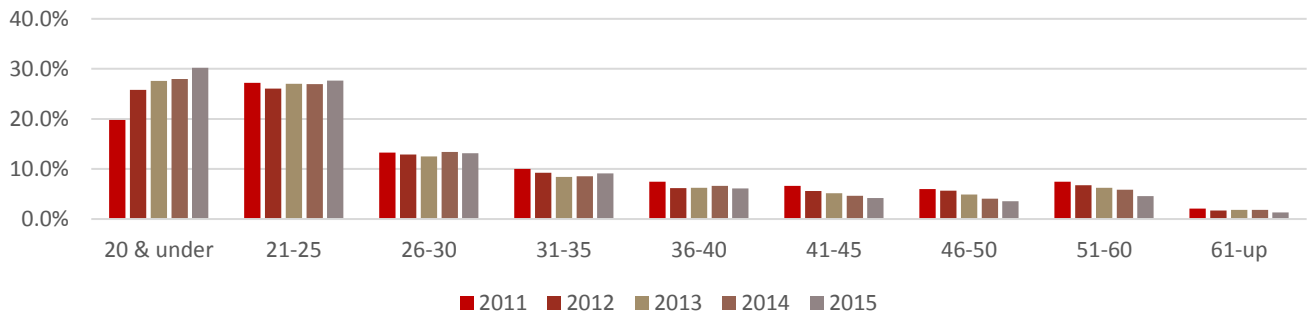


Figure 6: 2015 Fall Enrollment by Age and Gender

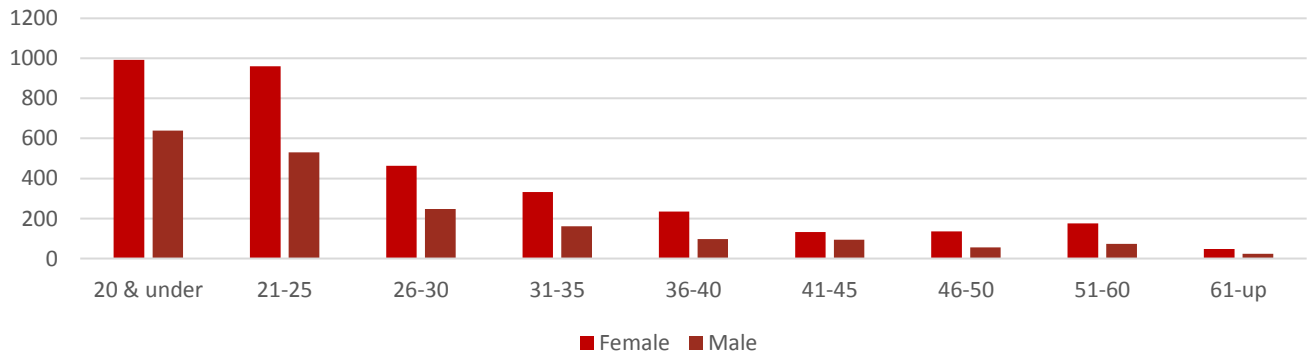
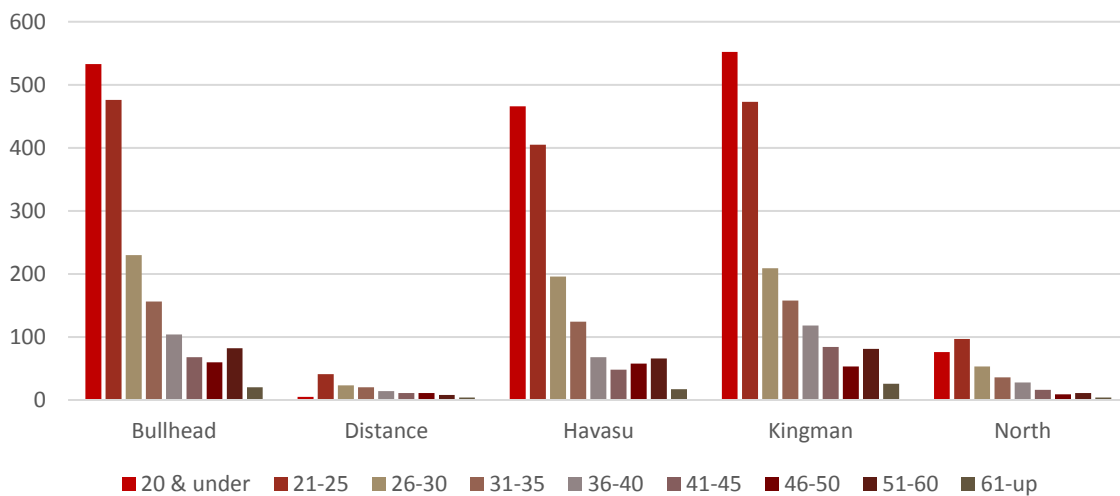


Figure 7: 2015 Fall Average Credit Hours by Age Group

Age Grp	Hours
11-20	8.01
21-25	8.33
26-30	7.94
31-35	7.5
36-40	7.47
41-45	6.86
46-50	6.75
51-60	6.66
61-100	4.95
All Ages	7.82

Students at MCC typically take about 8 credits, on average – classifying them as attending college part-time. Twelve or more credits allows a student to be classified as full-time and leads to a faster completion rate when they persist, versus part-time students.

Figure 8: 2015/16 Age Profiles by Service Region



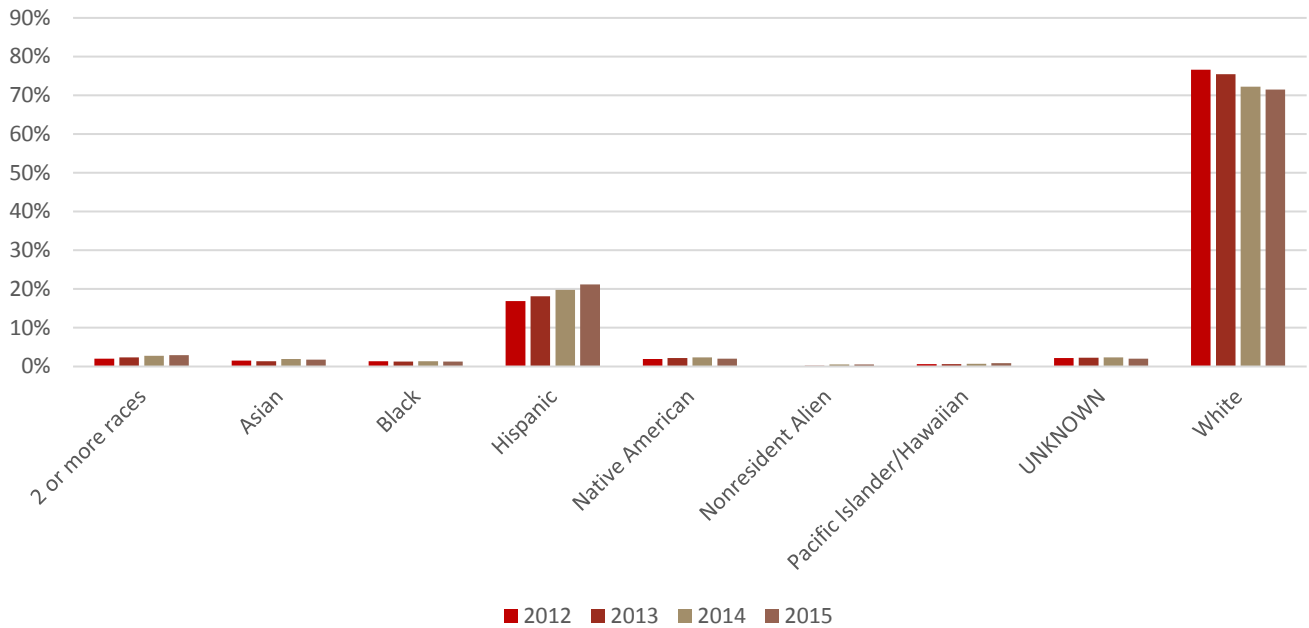
The age profile at the campuses varies some with the makeup of the communities they serve. Neal Campus – Kingman has the largest differences among age groups, especially from the 20 and under to the 21-25 age brackets.

### > Ethnic Distribution

Non-Hispanic white and Hispanic are the two dominant ethnic groups represented within the MCC student body. There are also smaller cohorts of African American, Native American and Asian students. NOTE: “Unk” consist of students who did not choose an ethnicity, thus it is unknown.



Figure 9: MCC Ethnic Distribution



Differences in ethnic make-up also exist between campuses. The Bullhead City Campus student has the largest population of Hispanic students – while other campuses are significantly below in the same ethnic group.

Figure 10: MCC Ethnic Distribution by Home Campus

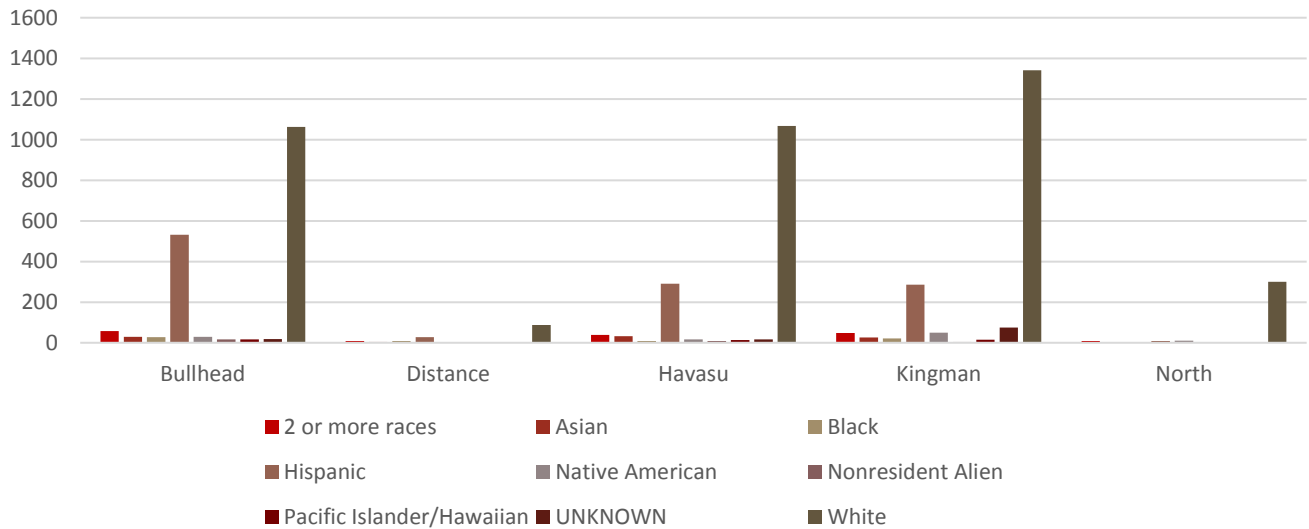


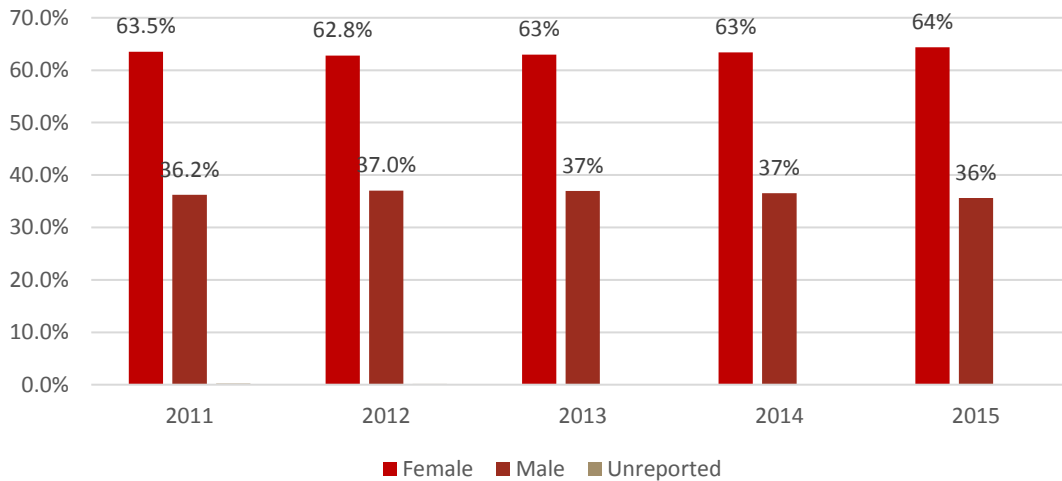
Figure 11: 2015 Fall Enrollment by Age and Ethnicity

Age Group	2 or more races	Asian	Black	Hispanic	Native American	Nonresident Alien	Pacific Islander/ Hawaiian	UNKNOWN	White	Total
20 & under	60	35	16	374	13	10	14	32	1,131	1,629
21-25	48	19	20	389	30	13	18	52	1,011	1,494
26-30	21	9	8	137	21	0	3	8	523	711
31-35	11	9	8	104	16	1	7	7	343	494
36-40	7	6	6	58	15	2	1	6	240	331
41-45	5	6	4	31	6	1	0	3	176	228
46-50	4	6	2	20	4	1	2	1	156	191
51-60	3	2	1	24	4	0	0	1	217	248
61-up	1	2	2	5	0	1	1	1	60	71
age missing	0	0	0	1	0	0	0	0	2	3
Total	160	94	67	1,143	109	29	46	111	3,859	5,400

> Gender

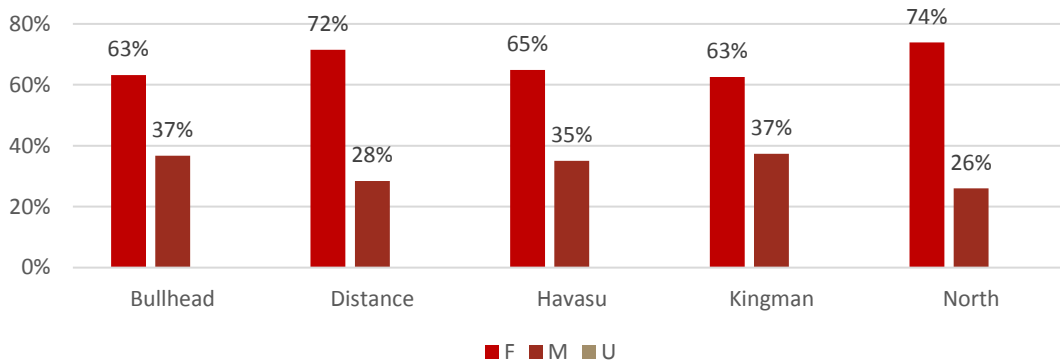
Females continued to be the large majority of MCC’s student population in 2015/16.

Figure 12: Gender Breakdown 2011-2015



North Mohave Campus has a slightly higher proportion of female students than the southern campuses. This may be due to the very strong nursing program/cohort at that campus.

Figure 13: 2015 Gender Distribution by Service Region



## Student Geography

MCC serves a large and diverse county. The college region is divided into four geographic service areas, each of which is assigned to a particular campus. However, students can choose to attend whichever campus is most convenient, or whichever campus has the program of interest that the student wants to attend.

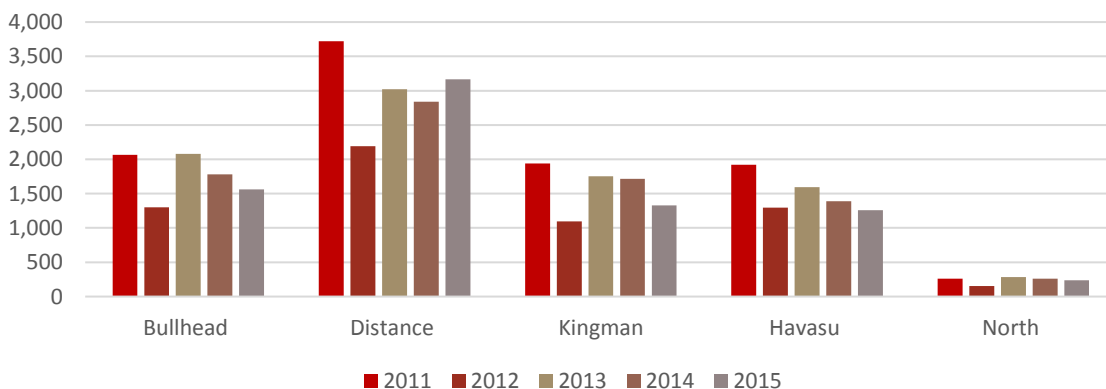
## Headcount and Fulltime Student Enrollment (FTSE)

Headcount enrollment is the measure of how many students are served by MCC. FTSE enrollment is the measure of the amount of credit instruction that is provided and is also the measure by which the college is funded by the state. One FTSE is the amount of instruction that would be provided to a student taking 15 credits for each of the two semesters of an academic year.

### > Headcount

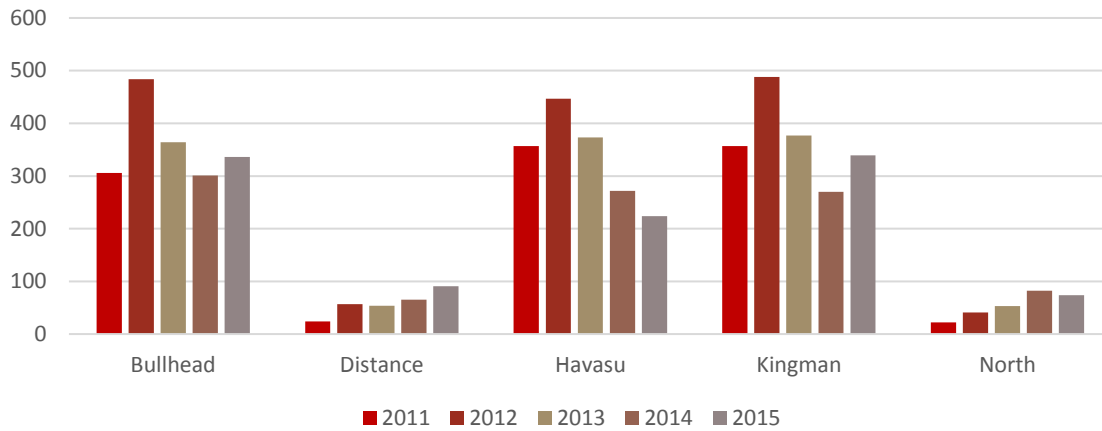
The biggest drop in this category was between 2011 and 2012. Headcount increased in 2013 – but has again declined, with the exception of distance education. Academic year 2010/11 remains to be the most robust year in this category.

Figure 14: 2015 Credit Headcount by Campus



Moreover, non-credit headcount varied at each campus – with the Bullhead City Campus, Neal Campus Kingman and Distance (online) Education showing increases in 2015/16 from 2014/15.

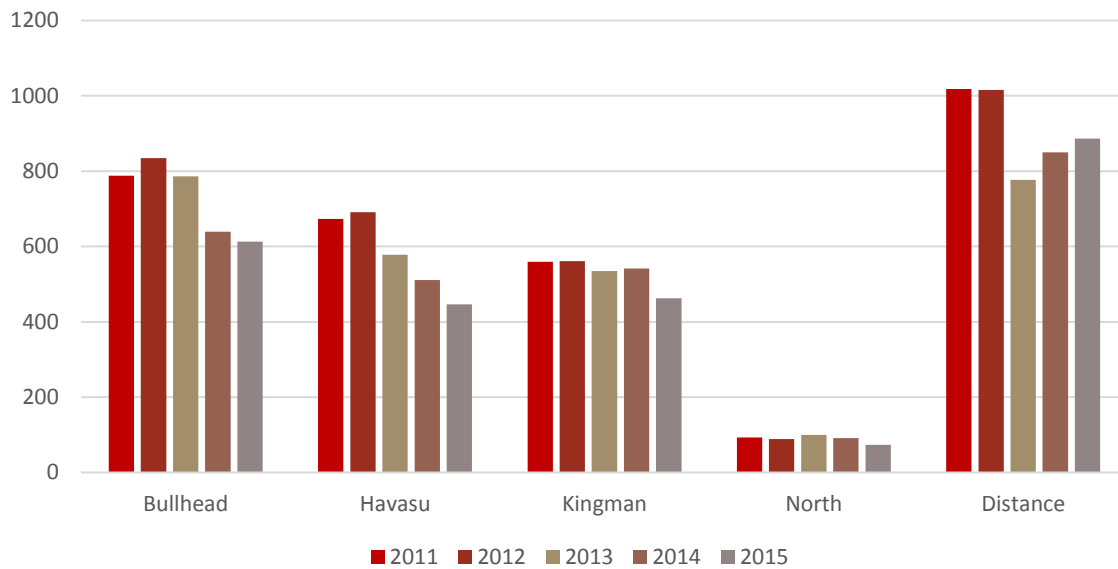
Figure 15: Non-Credit Headcount Enrollment by Campus



> Fulltime Student Equivalent Enrollment (FTSE)

College FTSE enrollment went from 3,131 in 2011 to 3,193 in 2012 - followed by 2,776 in 2013 and 2,634 in 2014. For the 2015/16 academic year, FTSE was 2,482.

Figure 16: FTSE Enrollment by Campus



Dual enrollment students are high school students, usually juniors or seniors, who take one or more college courses at high schools in Mohave County as part of their program within the school district. In addition, high school students who take one or more college courses at the college are considered to be concurrently enrolled and are not included in the dual enrollment statistics.

Table 1, Selected Programs of Dual Enrollment Students

Dual enrollment students chose a variety of programs - not all lead to a university transfer.

Program	Bullhead	Havasu	Kingman	North	MCC
Accounting	3	3	5	0	11
Administration of Justice	5	2	10	0	17
AGEC-A Arts	1	23	8	0	32
AGEC-B Business	0	1	3	0	4
AGEC-S Science	3	5	6	0	14
Art	6	5	9	0	20
Art, Visual Communications	4	4	5	0	13
Auto Collision Repair Tech	1	0	0	0	1
Automotive Service Technology	0	0	3	0	3
Baking and Pastry	1	0	1	0	2
Bookkeeping	1	0	0	0	1
Bus and Entrprnshp	11	6	8	0	25
Business Admin.	3	4	8	0	15
Chemistry	7	0	3	0	10
CIS Administration	2	0	3	0	5
Cmp Grphcs and Web Dsgn	2	2	4	0	8
Comp. Graphics & Web Design	2	4	9	0	15
Computer Info Systems	2	0	2	0	4
Computer Science	9	2	5	0	16
Culinary & Hospitality Mngmnt	8	17	2	0	27
Dental Hygiene	4	0	0	0	4
Education: Elem/Middle School	2	1	3	0	6
Education: Emph in Early Childhood	2	1	0	0	3
Education: Secondary Teacher Ed	3	0	0	0	3
Education-Elem. Education	1	1	0	0	2
Electrical Technology	0	0	1	0	1
Engineering	14	7	13	0	34
English	11	7	2	0	20
Entry Level Welder	1	0	2	0	3
Fire Fighter	1	1	0	1	3
Fire Science	1	1	1	0	3
General	1	4	1	0	6
General Studies	45	48	39	5	137
Geology	0	1	1	0	2
Healthcare Information Tech	1	2	4	0	7
History	4	1	7	0	12
Liberal Arts	40	72	50	13	175
Life Science	2	0	1	0	3
Mathematics	8	4	2	0	14

Table 1, Selected Programs of Dual Enrollment Students - Continued

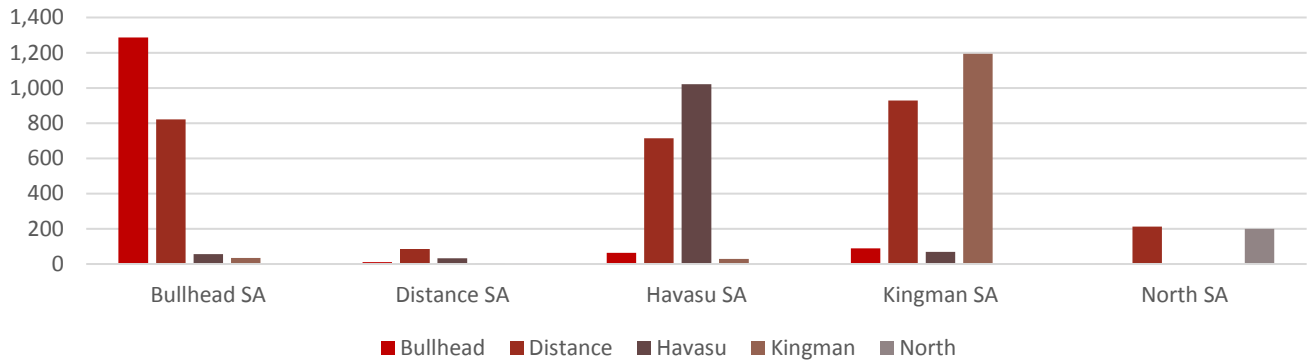
Program	Bullhead	Havasu	Kingman	North	MCC
Med Assisting: General	3	3	2	0	8
Med Assisting: Phlebotomy	0	1	0	0	1
Med Asst: Insurance Coding	0	0	1	0	1
Medical Assisting	6	0	10	0	16
Non Degree Seeking	69	63	110	0	242
Non-degree Child Development	2	1	1	0	4
Non-degree Nursing Assist. Program	9	2	14	0	25
Nursing	7	2	4	0	13
Paralegal	0	0	2	0	2
Phys. Therapist Assist	4	0	0	0	4
Practical Nursing	1	1	1	0	3
Programming & Game Development	1	2	2	1	6
Radiologic Technology	1	0	1	0	2
Science	9	9	18	0	36
Social Behavioral Science	7	1	8	1	17
Social Studies	1	2	1	0	4
Surgical Tech, CST Pathway	2	1	0	0	3
Undecided - Terminal	1	5	4	0	10
Undecided - Transfer	2	0	0	0	2
Welding Technology	0	1	0	0	1
[Blank]	18	10	15	1	44
<b>Total</b>	<b>266</b>	<b>220</b>	<b>339</b>	<b>21</b>	<b>846</b>

## Student Residency and Campus Selection

Figure 17 displays the campus of attendance and the service area of residence for the most recent academic year (2015/16). It also shows the number of students who travel to other campuses for their programs of study.

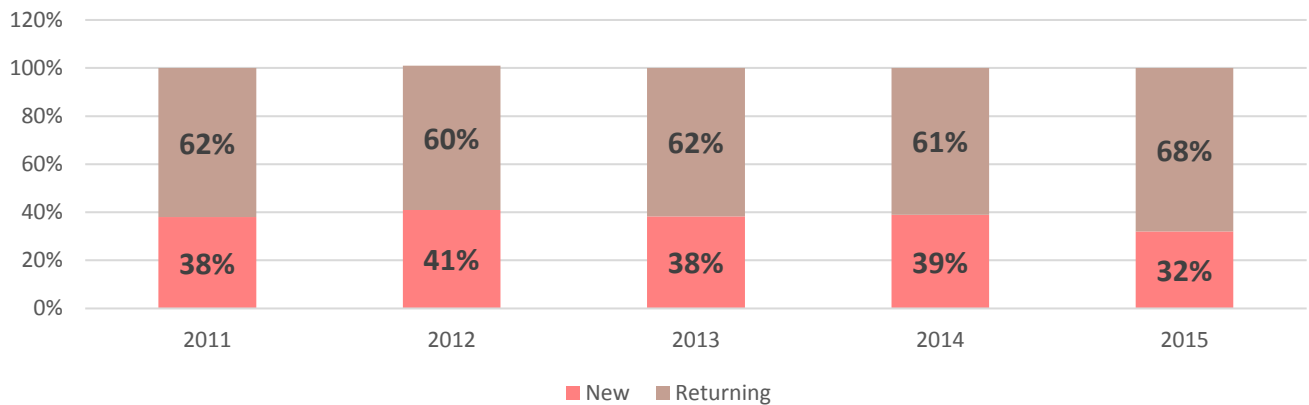
The Lake Havasu City and Bullhead City campuses have the most students who travel, most likely due to Allied Health programs such as dental hygiene, physical therapy assistant and surgical tech programs offered at these campuses, exclusively.

Figure 17: Campus Attendance and Service Area of Residence  
2015/16



In addition, the ratio of new to returning students is relatively constant at about 2:3 throughout the study period.

Figure 18: 2011-2015 New and Returning Students



### > New Student's Selection of Major Emphasis

The major emphasis selections for 2015/16 are displayed in Table 2. The clustering of General Studies, and Liberal Arts at the top the list and indicate that many new students have not yet decided on firm academic or career goals. These categories are also used when a student is looking to go into a program that requires them to be accepted (e.g. nursing).

Table 2: Top 30 Major Emphasis selected by New Students – 2015/16

Rank	Major	#New Students
1	Liberal Arts	640
2	General Studies	372
3	[Blank]	109
4	Business Admin.	90
5	Bus and Entrprnshp	85
6	Social Behavioral Science	70
7	Science	68
8	Nursing	66
9	Administration of Justice	63
10	Non Degree Seeking	60
11	Engineering	56
11	Fire Science	56
12	Non-degree Nursing Assist. Program	48
13	Culinary & Hospitality Mngmnt	42
14	Art	40
14	English	40
15	Computer Science	39
16	Accounting	38
16	Medical Assisting	38
17	HVAC/Refrigeration Tech	30
17	Non-degree Child Development	30
18	Art, Visual Communications	29
19	Entry Level Welder	26
20	Cmp Grphcs and Web Dsgn	25
20	Commercial Refrigeration	25
21	CIS Administration	23
21	Education-Elem. Education	23
21	Education-Elem. Education	23
21	Life Science	23
21	Residential Heat/Vent/AC	23
21	Welding Technology	23
22	Education: Secondary Teacher Ed	22
22	Education: Secondary Teacher Ed	22
22	Med Assisting: Phlebotomy	22
23	Automotive Service Technology	21
23	Healthcare Information Tech	21
23	Med Asst: Insurance Coding	21
24	Chemistry	20
24	Education: Emph in Early Childhood	20
24	Shielded Metal Arc Welding	20



Table 2: Top 30 Major Emphasis selected by New Students – 2015/16 - Continued

Rank	Major	#New Students
25	AGEC-A Arts	19
25	Comp. Graphics & Web Design	19
25	Dental Hygiene	19
25	Fire Fighter	19
25	Gas Tungsten Arc Welding	19
26	Gas Metal Arc Welding	18
26	General	18
27	Advanced Welder	17
27	Paralegal	17
27	Phys. Therapist Assist	17
28	Dental Assisting	16
28	Mathematics	16
29	History	15
30	Bookkeeping	14
30	Computer Info Systems	14
30	Corrections Officer	14
30	Programming & Game Development	14

### New Students: Student Success and Orientation Courses

As noted previously, as part of MCC’s effort to increase student success, MCC initiated an orientation program and two student success courses (STU 101 and STU 103) in 2009. The orientation program (ORT101) is a non-credit class that students are required to complete online before they can register for classes. In 2014/15, MCC began offering only STU 103, with STU 101 informally retired as staff and faculty thought STU 103 was most beneficial to new students and contained STU 101 material. The course is for first-time students and is required, depending on their assessment scores and other factors.

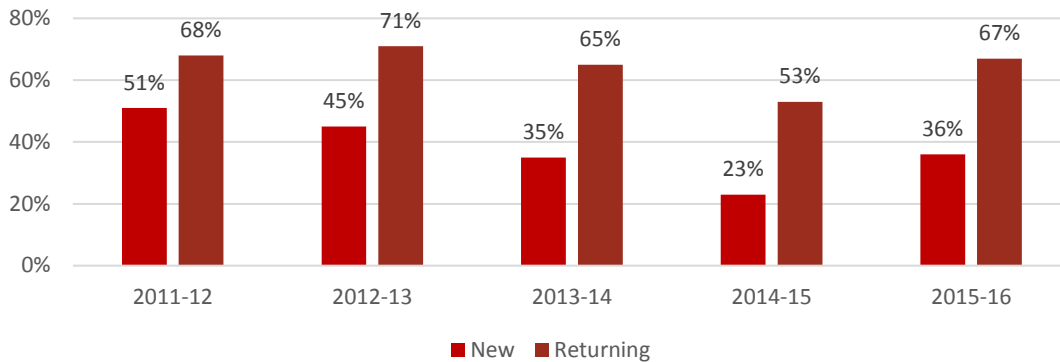
Table 3: 2015/16 New Student Unduplicated Headcount and STU and ORT Enrollment

Service Area	ORT 101	STU 103
Bullhead	0	36
Distance	161	27
Havasu	0	30
Kingman	0	20
North	0	3
Total	161	116

## Financial Aid: New and Returning Students

The percentage of new students receiving financial aid is considerably up from 2014/15, possibly due to the development and implementation of the Future Fund as it captures students who aren't eligible for a Pell grant or receive minimum assistance through a Pell grant.

Figure 19: Percent of Students Receiving Financial Aid



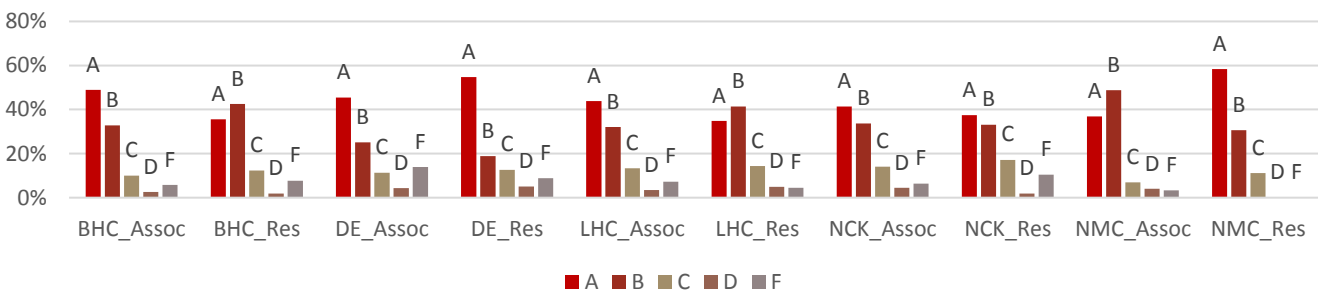
## Student Success

Grades are an incomplete measure of student success but they are the most readily available widespread measure that MCC has. Grades, graduation rates and success after graduation will provide a much more complete measure of how well the college is serving its' students.

### > Grade Profiles

The following chart displays the percentage of each grade given by the resident and associate faculty at each of the campuses during the 2015/16 academic year.

Figure 20: 2015-16 Percent of Each Grade by Campus and Faculty Type



### Grade Key:

- A – Excellent
- B – Above Average
- C – Average
- D – Below Average
- F – Fail
- S – Satisfactory
- U – Unsatisfactory
- AU – Audit
- I – Incomplete
- AU – Audit
- L – Lab grade
- PR - Adequate progress in early course objectives - mastery of all course objectives has not been met, "PR" is for precollege study and English as a second language courses only

Figure 21: 2013-2015 Percent Passing Grades (A, B, C) By Year, Campus, and Faculty Type

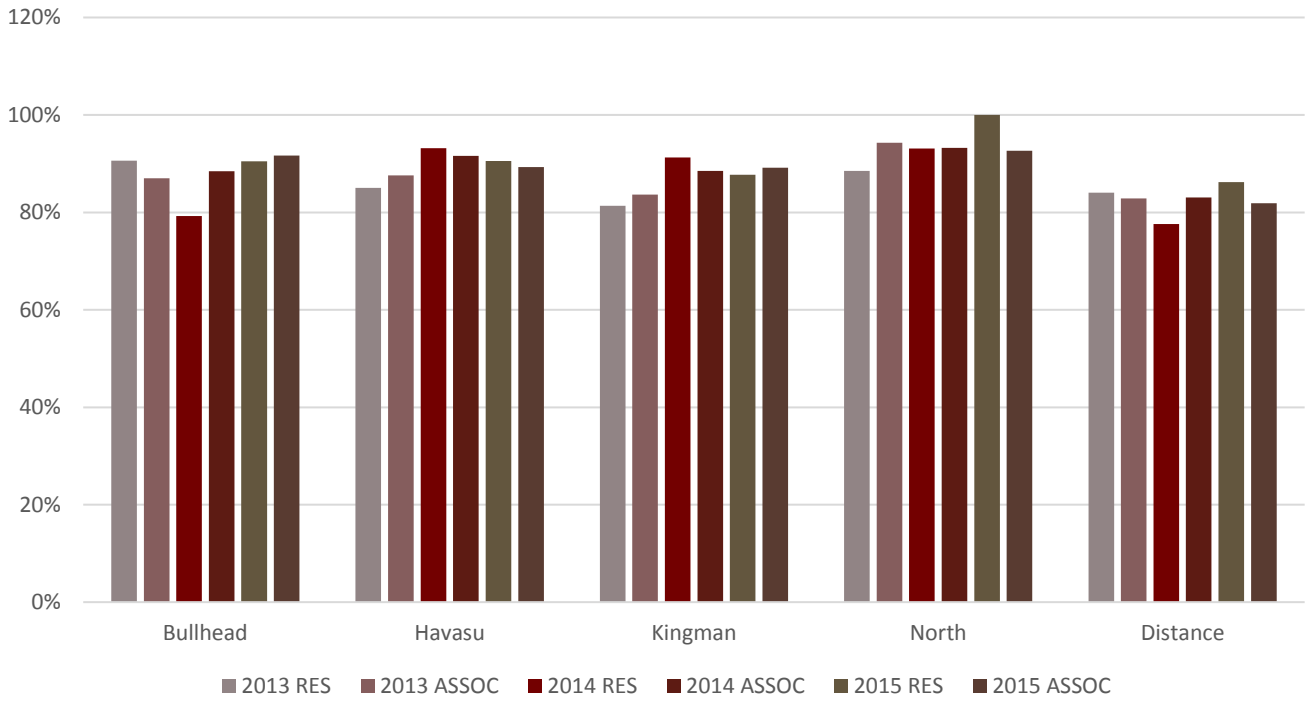
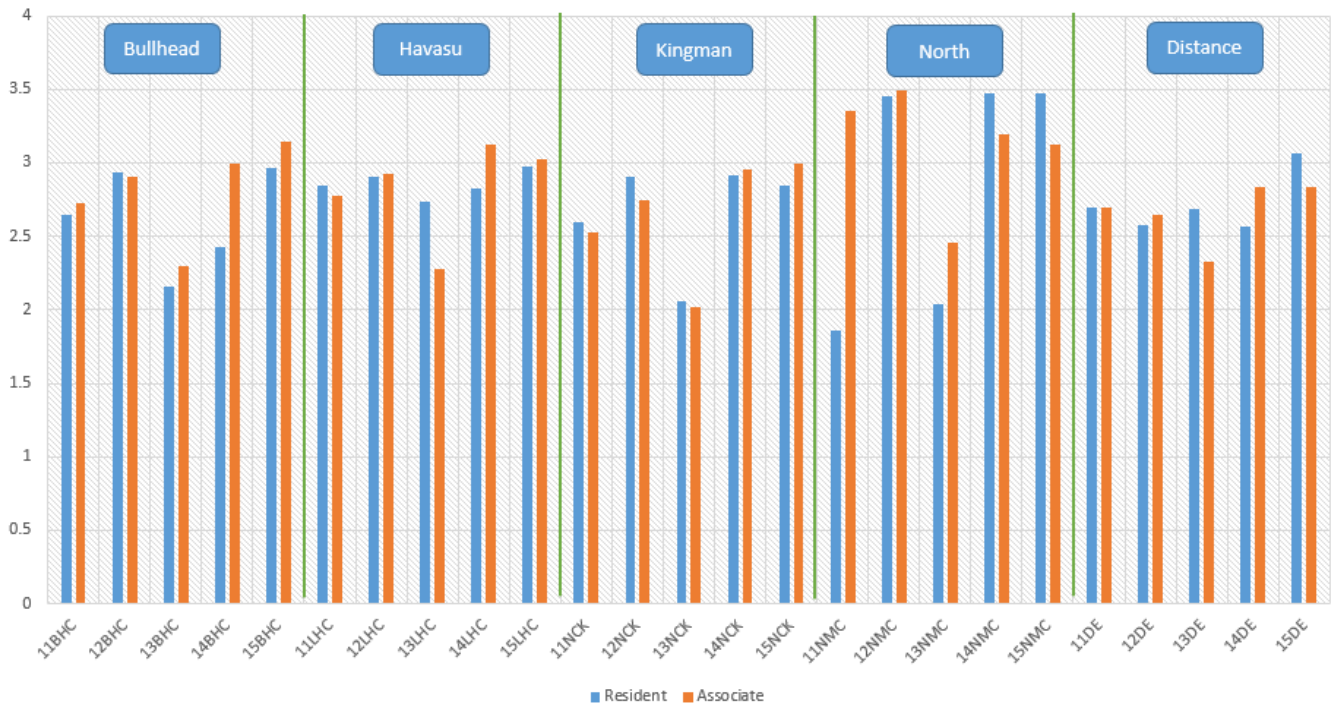


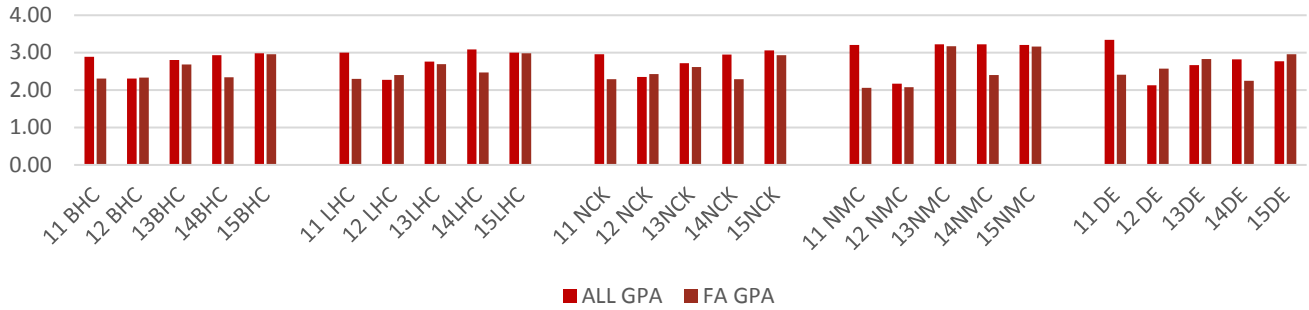
Figure 22: Student Grade Point Average by Year, Campus and Faculty Type



> GPA and Financial Aid

In 2015/16, the majority of campus financial aid students had a slightly lower GPA than the GPA of all students.

Figure 23: 2011-2015 GPA of FA Students Compared to GPA of All Students



> GPA by Gender, Ethnicity

Female students have a slightly higher GPA while all ethnicities rank above a 2.5 GPA.

Figure 24: 2015 GPA by Gender

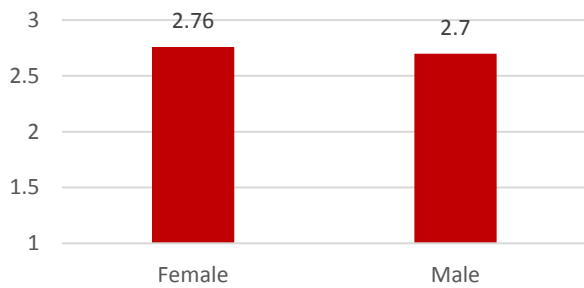
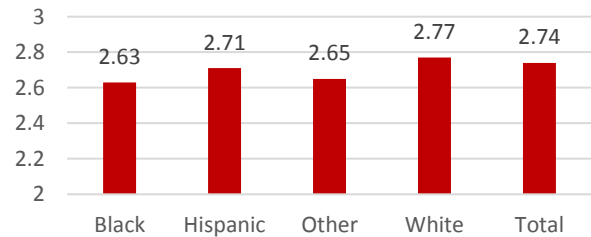


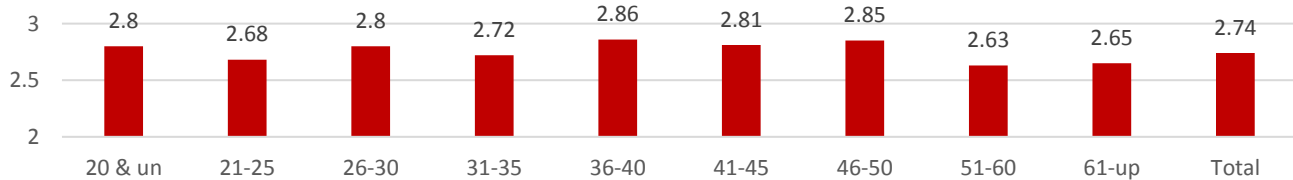
Figure 25: 2015 GPA by Ethnicity



> GPA and Student Age

Students who are 36 - 40 (on average) have the highest GPA at MCC, with the 46-50 age group running a close second.

Figure 26: 2015 GPA by Student Age Group



### > Students on Academic Probation

A student’s cumulative grade point average (GPA) must remain at 2.0 or better for them to continue working toward a degree/certificate without restrictions. They are placed on academic probation if it falls below a 2.0.

Table 5: 2015-16 Students on Academic Probation by Age, Gender and Ethnicity

Gender	Ethnicity	0-20	21-25	26-30	31-35	36-40	41-45	46-50	51-60	61-up
Female	American Indian or Alaska Native	1	6	0	1	1	1	0	1	0
	Asian	1	0	0	0	0	0	0	0	0
	Black or African American	2	1	2	0	0	1	0	0	1
	Hispanics of any race	22	27	6	5	2	1	0	2	0
	Native Hawaiian or Other Pacific Islander	1	0	0	1	0	0	0	0	0
	Nonresident Alien	0	0	0	0	1	0	0	0	0
	Race and Ethnicity unknown	2	0	0	1	0	0	0	0	0
	Two or more races	2	2	3	0	0	0	1	0	1
	White	65	53	23	13	7	5	7	6	1
	<b>Female</b>	<b>Total</b>	<b>96</b>	<b>89</b>	<b>34</b>	<b>21</b>	<b>11</b>	<b>8</b>	<b>8</b>	<b>9</b>
Male	American Indian or Alaska Native	3	2	2	0	1	0	0	1	0
	Asian	1	2	0	0	0	0	0	0	0
	Black or African American	2	1	0	0	0	1	1	0	0
	Hispanics of any race	33	28	3	2	0	1	2	0	0
	Native Hawaiian or Other Pacific Islander	0	1	0	0	0	0	1	0	0
	Race and Ethnicity unknown	0	1	0	0	0	0	0	0	0
	Two or more races	4	4	1	2	0	0	0	0	0
	White	47	56	22	17	6	5	1	3	0
	<b>Male</b>	<b>Total</b>	<b>90</b>	<b>95</b>	<b>28</b>	<b>21</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>4</b>

Table 6: Students on Academic Probation

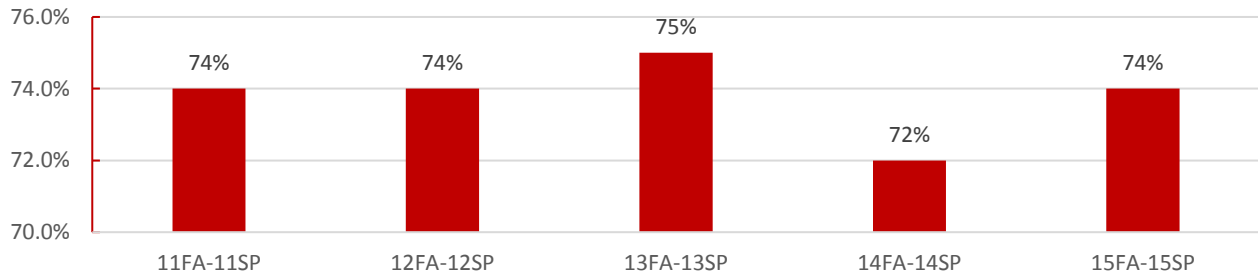
Year	2010	2011	2012	2013	2014	2015
AP	1052	804	489	489	568	536

## Student Retention

The retention of credit students was examined from several perspectives. Credit students are those students taking regularly graded course (A to F), adult basic education, and Satisfactory/ Unsatisfactory courses. Students auditing classes and students in non-credit classes were excluded from the study.

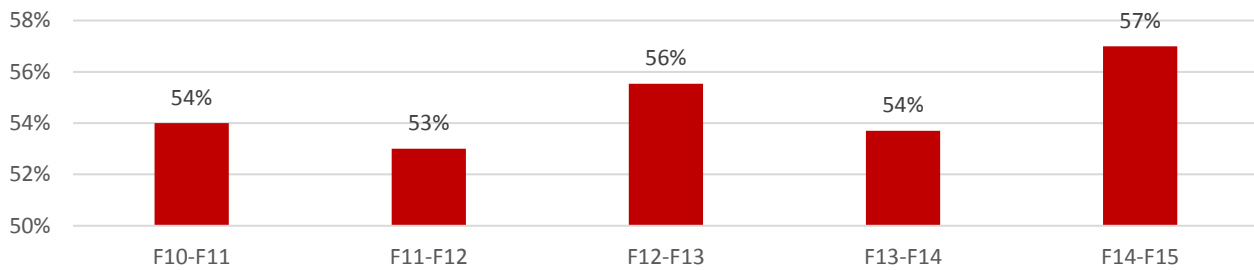
### > Fall to Spring Retention

Figure 27: 2011-2015 Fall to Spring Credit Student Retention



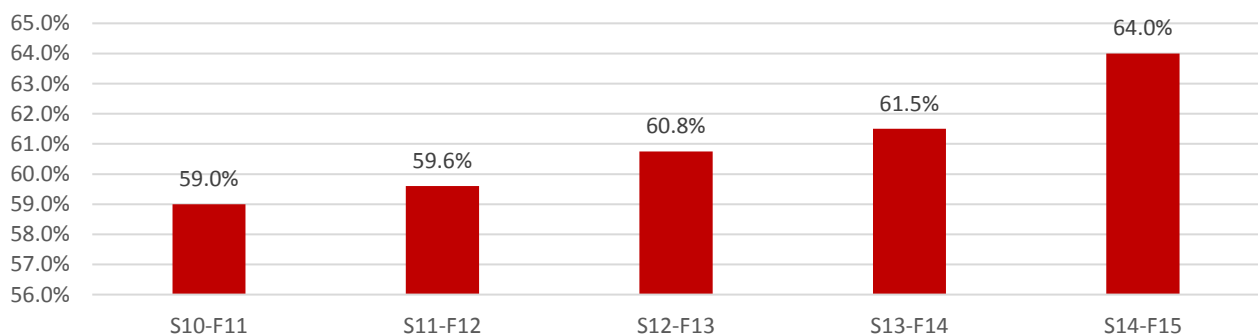
### > Fall to Fall Retention

Figure 28: 2011-2015 Fall to Fall Credit Student Retention



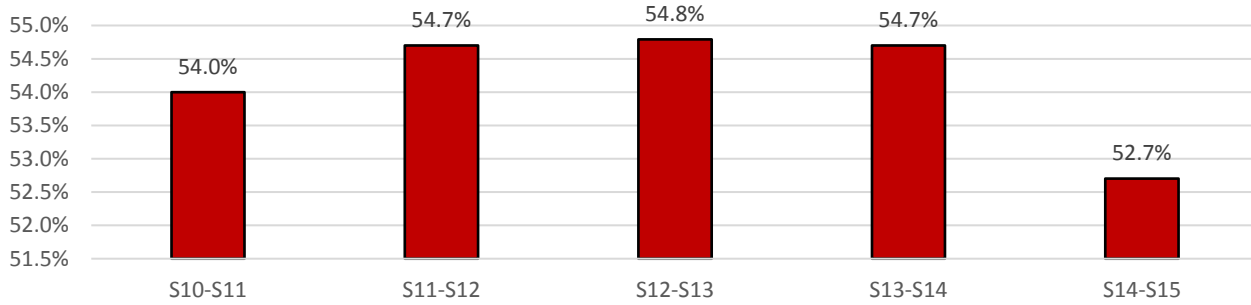
### > Spring to Fall Retention

Figure 29: 2010-2015 Spring to Fall Credit Student Retention



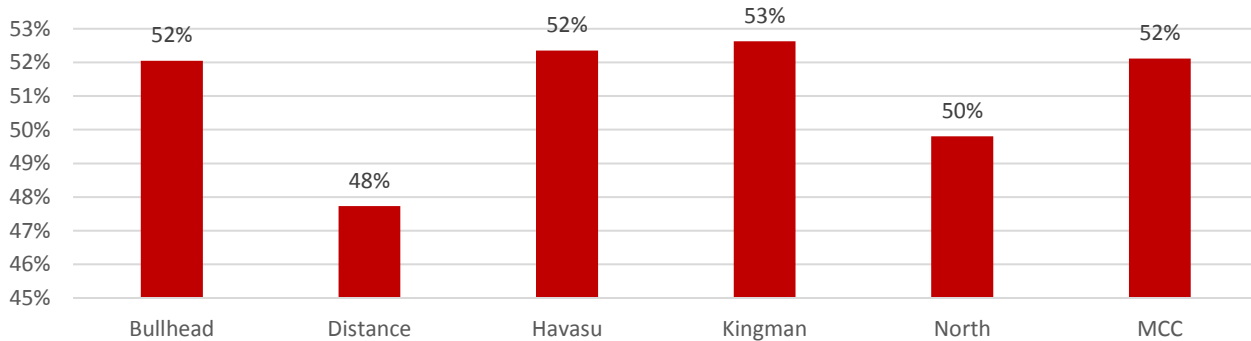
> Spring to Spring Retention

Figure 30: 2010-2015 Spring to Spring Credit Student Retention



> Retention by Campus 2015/16

Figure 31: 2014 Fall to 2015 Fall Retention by Campus



## Completion

> Graduation Rates

Currently, completion is gauged at MCC based primarily on graduation rates.

Table 6: Graduates from New Students of 2010-2015 and Degree Type

Type	NEW in 2010	NEW in 2011	NEW in 2012	NEW in 2013	NEW in 2014	NEW in 2015
AA	101	102	80	53	12	0
AAS	189	163	90	70	22	0
ABSSR	0	0	0	0	0	0
ABUS	12	4	2	1	0	0
AGS	10	8	6	2	0	0
AS	6	6	0	4	0	0
CERT	215	160	99	104	38	7
COMP	150	117	89	59	14	0
Total	479	387	255	215	71	7

> Graduation Surveys

Graduation surveys are distributed to all students who submit an application for graduation through the registrar’s office. In 2015/16, 200 students (out of 588) returned the survey yielding the following results:

Figure 33: Goal Attainment among MCC Graduates

The vast majority of graduates accomplished their educational goals at MCC.

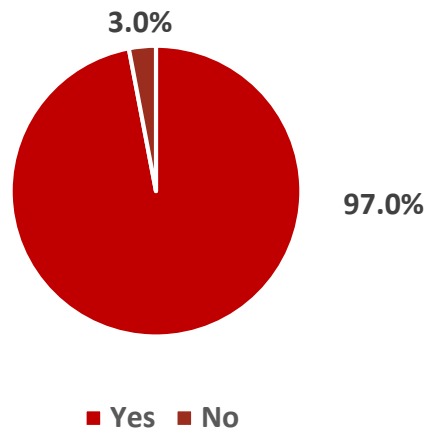
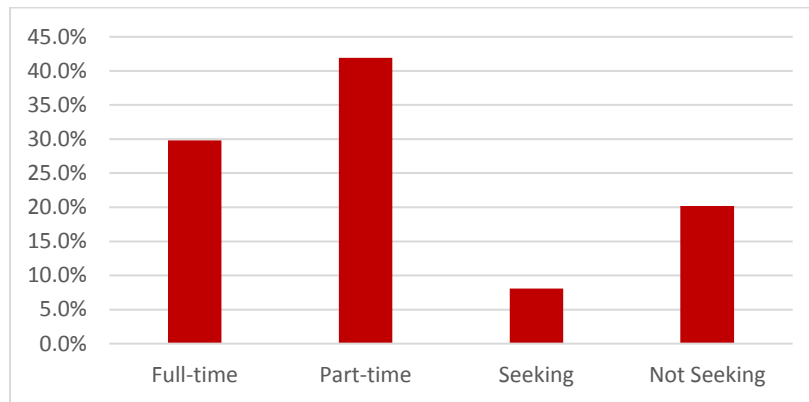


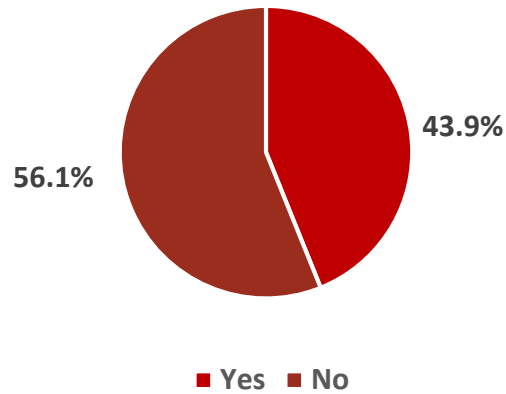
Table 8: Employment Status of Graduates while attending MCC



The majority of graduates held part-time employment during their time at MCC, with full-time being secondary.



Figure 34: Graduate Employment Status Related to Major



The majority of graduates held a job that was not related to their major.

Figure 32: Status when entering MCC

The majority of students, who graduated in 2015/16, came to MCC after graduating from high school and sitting out a year or more.

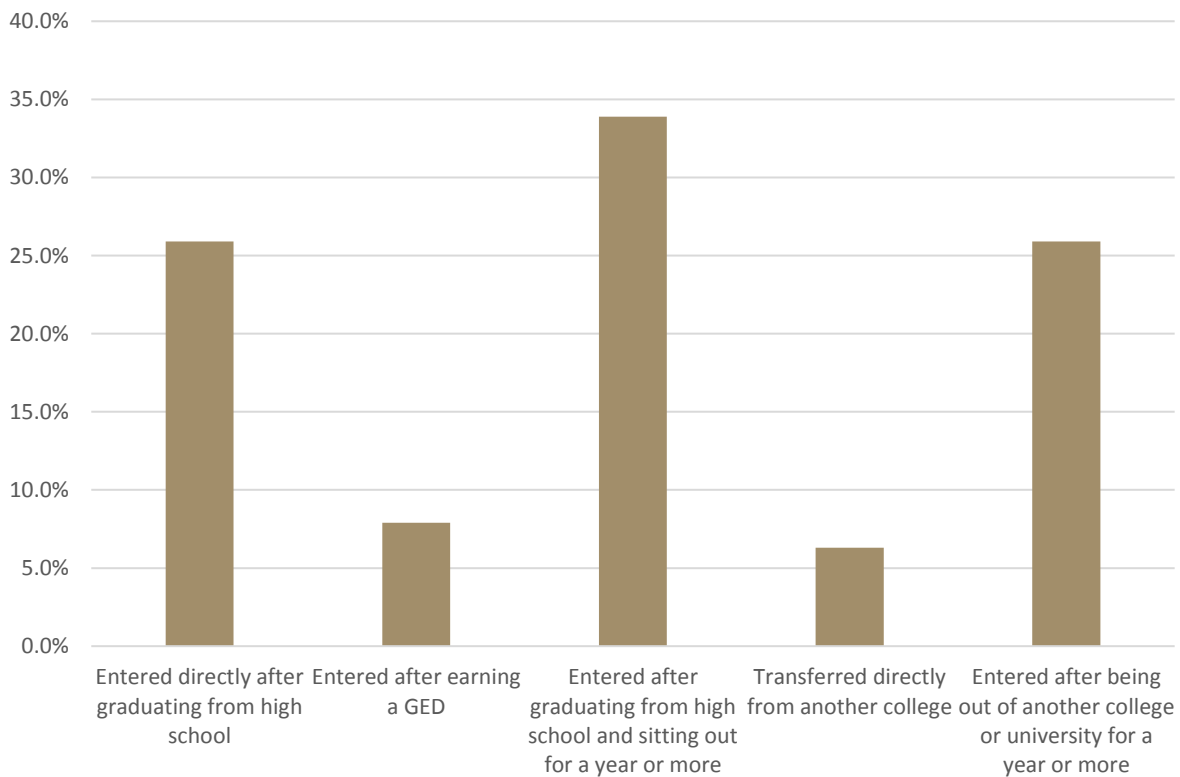
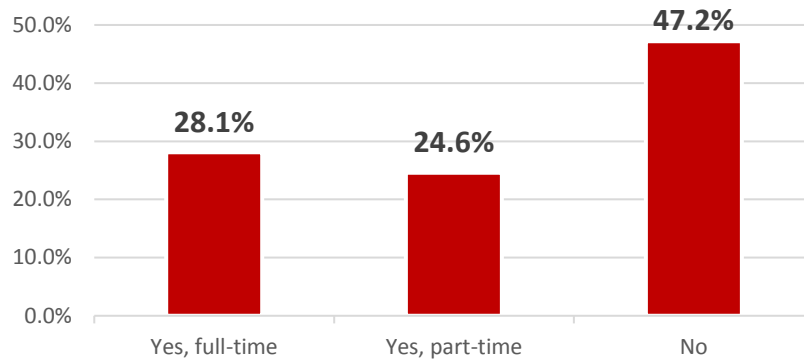


Table 9: Graduated intending to transfer to another college



The majority of MCC graduates in 2016 did not intend to transfer to another institution.

Figure 35: Institutions that Graduates Planned to Attend after MCC

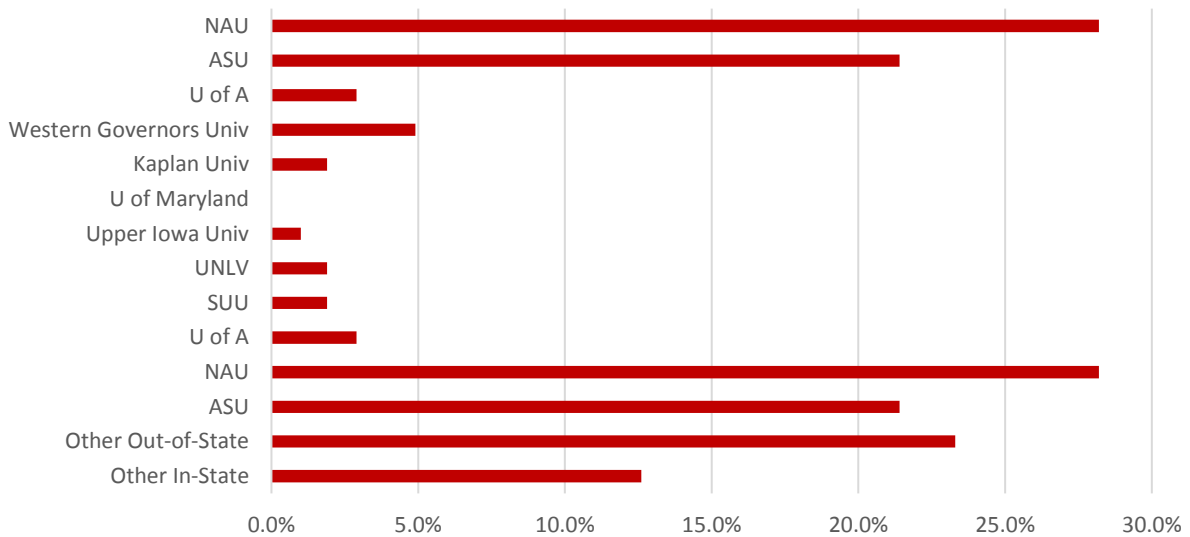


Table 10: Extent that Major at Transferring Institution is Related to Major at MCC

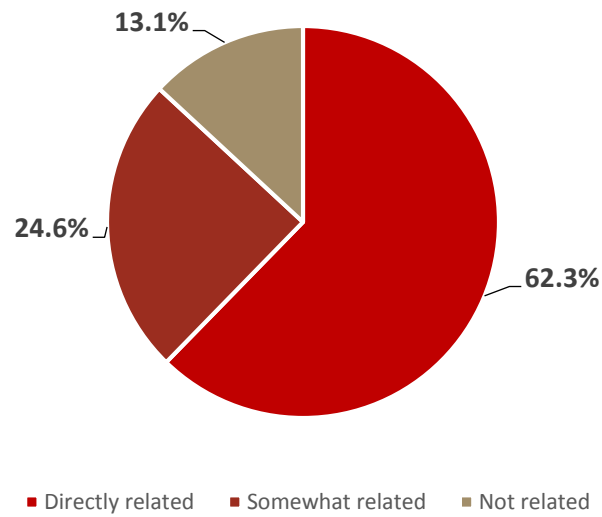


Table 11: Overall Satisfaction with following aspects at MCC

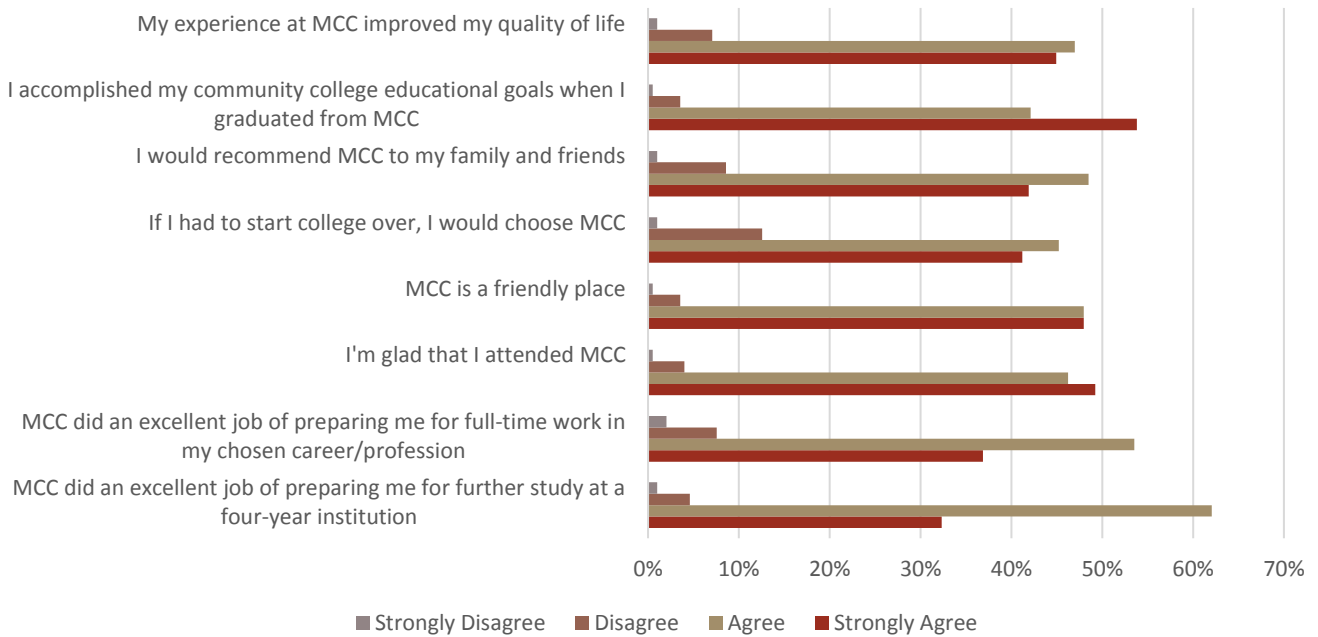


Figure 37: Overall Graduate Satisfaction with Services at MCC

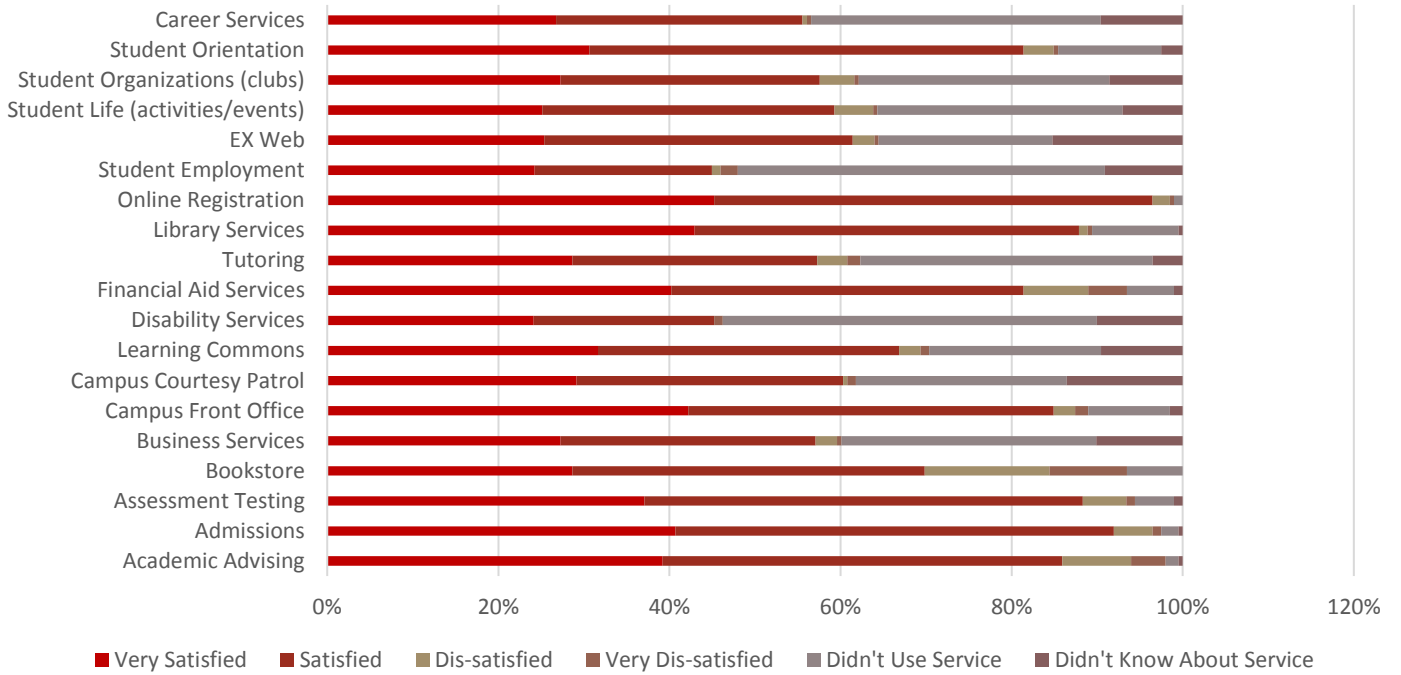
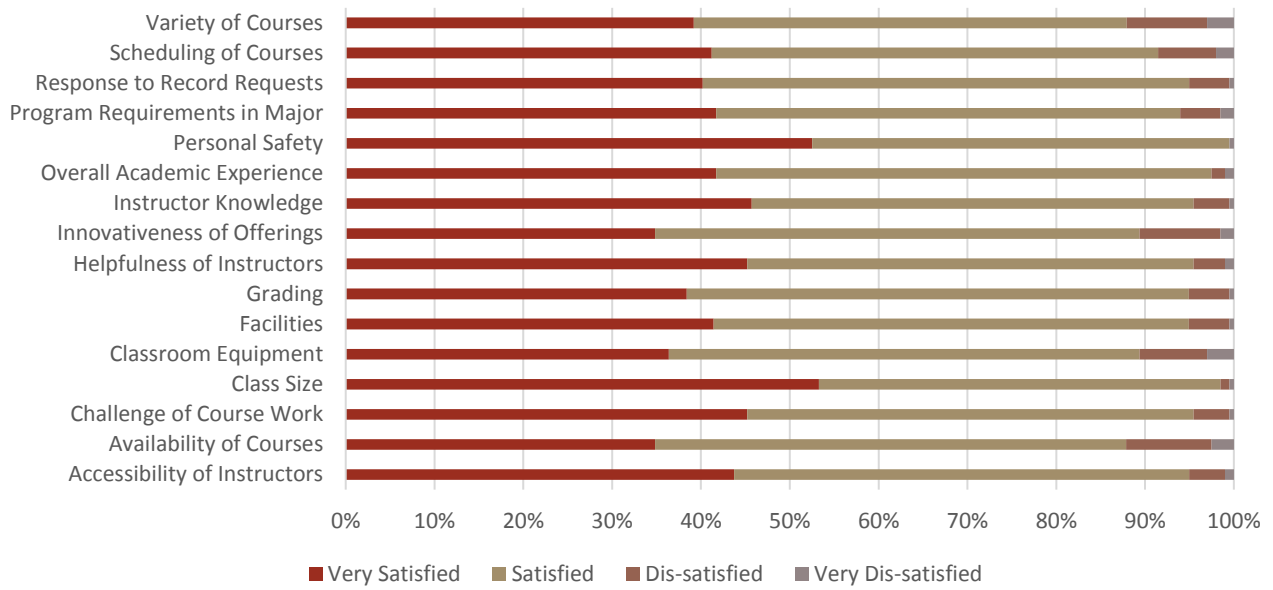
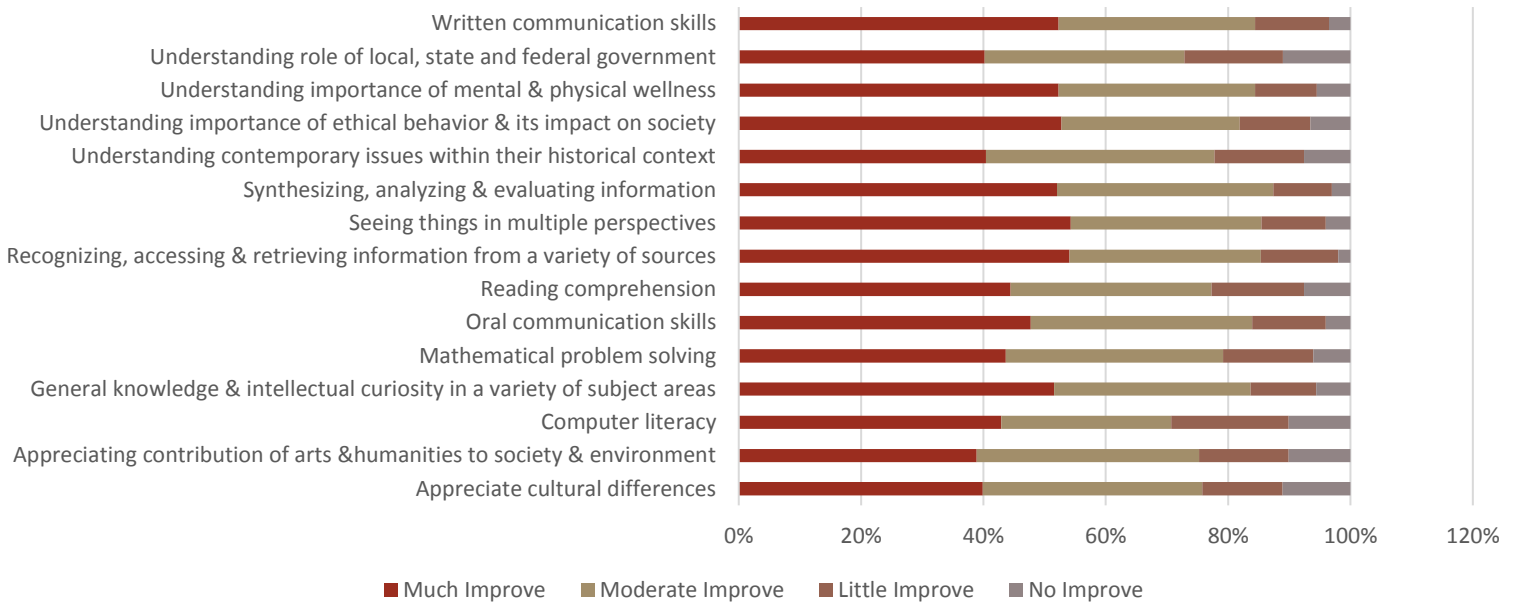


Table 11: The extent that MCC experience improved graduate skills/abilities in designated areas

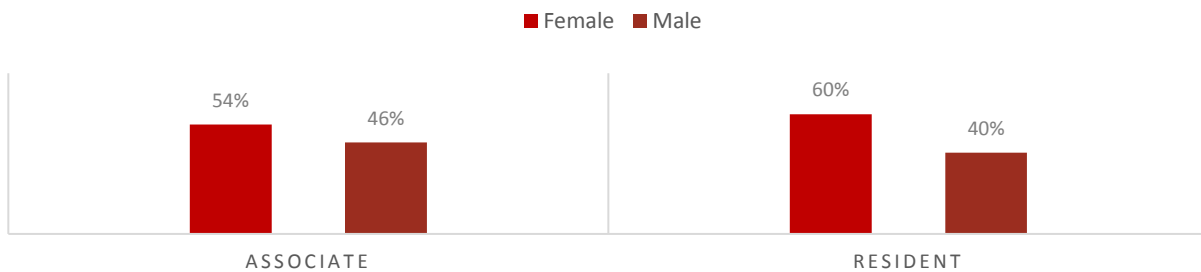


## Faculty and Staff Demographics

### > Gender

Mohave Community College has a relatively small resident faculty cadre. Close to sixty percent of instruction at MCC is provided by full-time faculty. A demographic profile of the 2014/15 faculty is provided on the following pages.

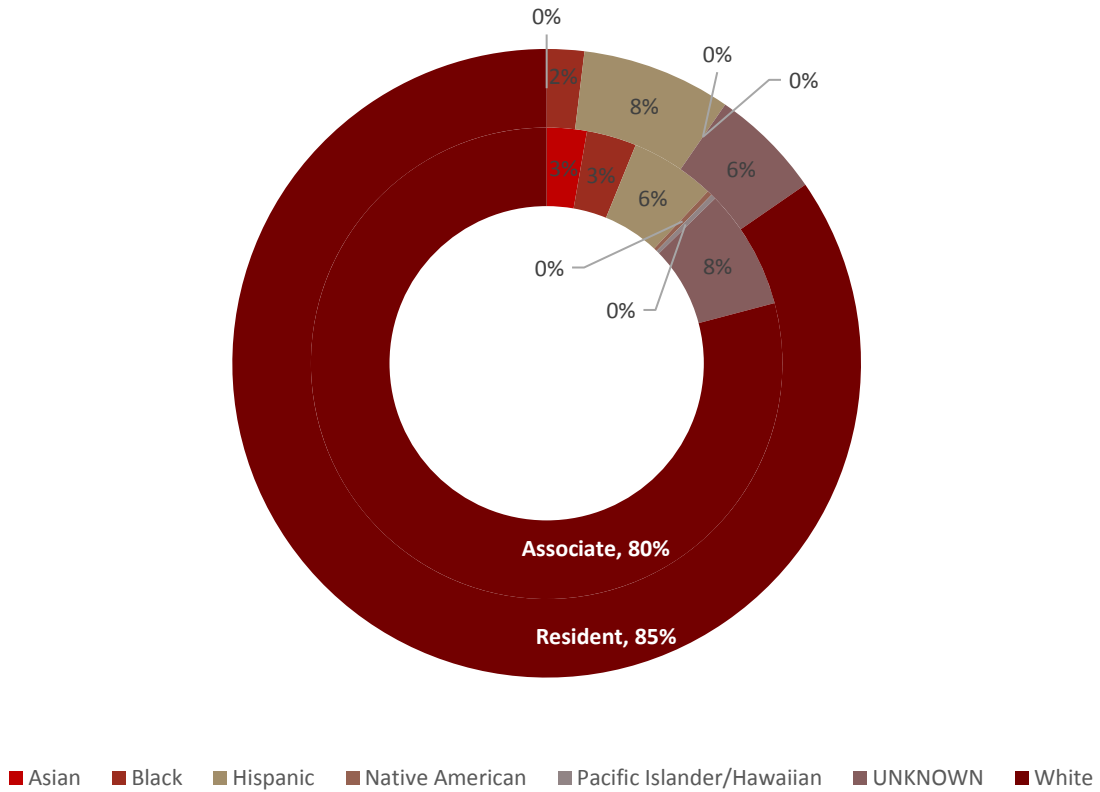
Figure 38: 2015/16 Faculty Gender Profile



> Ethnic Status

Resident faculty is predominantly White non-Hispanic. Associate faculty is somewhat more diverse.

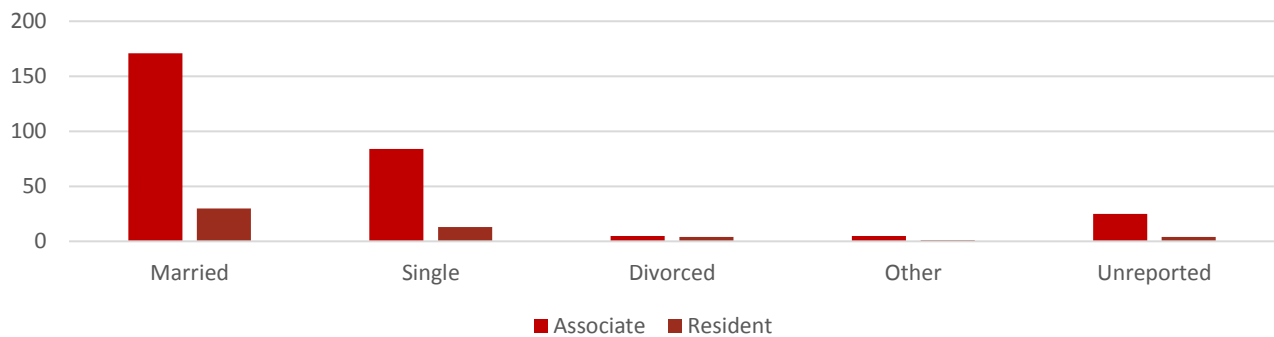
Figure 39: Faculty Ethnic Profile



> Marital Status

The large majority of resident as well as associate faculty are married.

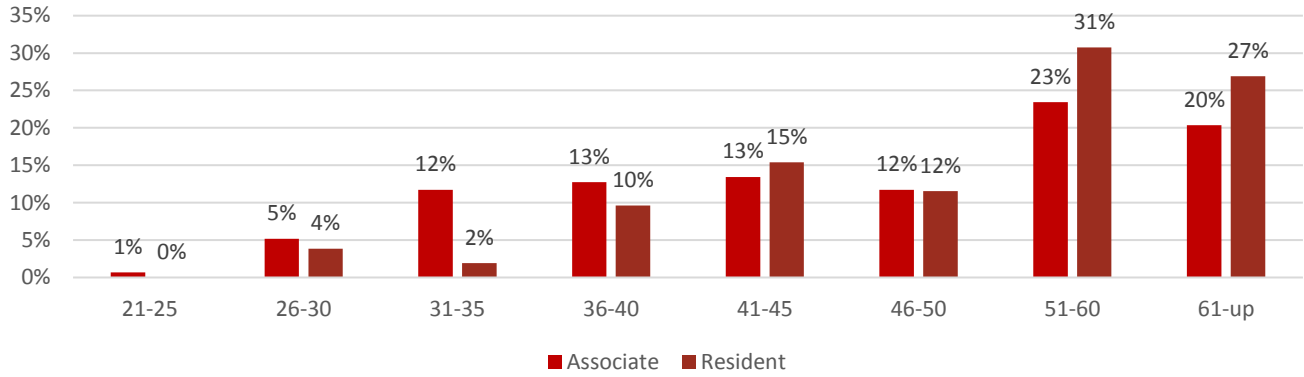
Figure 40: 2015-16 Faculty Marital Status



> Age

Faculty at MCC are largely in the 50 years old and older category.

Figure 41: 2015-16 Faculty Age Profile



## Appendix II

Table 12: Graduates from the New Students of 2010-2015 with Program

Degree	Code	Program	From 2010	From 2011	From 2012	From 2013	From 2014	From 2015
AA	AJSAD	Administration of Justice	6	7	5	1	0	0
	ARTD	Art	9	2	1	0	0	0
	ARTVD	Art, Visual Communications	0	4	2	1	0	0
	CHDAD	Chemical Dependency Studies	0	0	0	2	0	0
	EDECD	Education: Emph in Early Childhood	1	0	1	0	1	0
	EDEED	Education-Elem. Education	0	0	0	0	1	0
	EDEMD	Education: Elem/Middle School	1	2	3	0	0	0
	EDSTD	Education: Secondary Teacher Ed	0	0	1	0	0	0
	EEECD	Elem Ed: Early Chldhd Emph	2	1	0	0	0	0
	EELAD	Elem Ed: Lang. Arts Content	2	0	0	0	0	0
	ENGD	English	2	3	2	1	0	0
	HISD	History	0	1	1	1	0	0
	LBAD	Liberal Arts	59	64	46	39	9	0
	MATHD	Mathematics	2	0	0	0	0	0
	PSYD	Psychology	0	0	1	0	0	0
	SCID	Science	4	2	0	0	0	0
	SOCD	Social Behavioral Science	13	15	17	8	1	0
	SSTD	Social Studies	0	1	0	0	0	0
<b>AA Total</b>			<b>101</b>	<b>102</b>	<b>80</b>	<b>53</b>	<b>12</b>	<b>0</b>
AAS	ACCD	Accounting	4	11	5	3	0	0
	ACRD	Auto Collision Repair Tech	3	4	3	1	0	0
	ADN	Nursing	48	48	24	21	5	0
	AJSD	Admin. of Justice	1	0	0	0	0	0
	ASED	Auto Service Tech	0	1	0	2	0	0
	ASETD	Automotive Service Technology	0	0	0	1	1	0
	BUED	Bus and Entrprnshp	6	10	8	1	0	0
	CDVD	Child Development	0	1	0	0	0	0
	CGWDD	Cmp Grphcs and Web Dsgn	2	3	0	1	0	0
	CHDSD	Chem. Depend. Studies	6	4	4	2	0	0
	CHSMD	Culinary & Hospitality Mngmnt	10	7	4	7	2	0
	CISAD	CIS Administration	2	3	2	1	0	0
	CISDB	Computer Info Systems	1	0	0	0	0	0
	CISDK	Computer Info Systems	2	0	0	0	0	0
	CULHD	Cul Arts & Hspitly	3	0	0	0	0	0
	DAED	Dental Hygiene	11	9	8	7	4	0
	ELCD	Electronic Technology	0	0	0	1	0	0
	ELCTD	Electrical Technology	2	0	0	0	0	0
	EMSD	Paramedic Emphasis	0	0	1	1	0	0
	ESBD	Entrepreneurship & Small Bus Mgt	1	0	0	0	0	0
	FSCD	Fire Science	1	2	0	0	1	0
	GBSD	General Business	1	0	0	0	0	0
	GENT	General Technology	1	1	1	0	0	0
	GNSTD	General Studies	35	15	2	1	0	0
	GSD	General Studies	0	0	1	0	0	0
	HITD	Healthcare Information Tech	0	1	0	2	0	0
	HVRTD	HVAC/Refrigeration Tech	2	0	0	1	1	0



Table 12: Graduates from the New Students of 2010-2015 with Program – Cont.

Degree	Code	Program	From 2010	From 2011	From 2012	From 2013	From 2014	From 2015
	LGSD	Legal Secretary	1	0	0	0	0	0
	MASSD	Medical Assisting	20	11	9	1	0	0
	MSCD	Medical Secretary	0	1	0	0	0	0
	NSISD	Network Support and Info Security	4	0	0	0	0	0
	OFFD	Office Support Services	0	1	0	0	0	0
	PHRMD	Pharmacy Technology	3	4	0	0	0	0
	PLGD	Paralegal	2	2	2	2	0	0
	PNRND	Nursing	1	1	2	2	1	0
	PTAD	Phys. Therapist Assist	9	13	7	6	4	0
	RADTD	Radiologic Technology	1	4	2	0	0	0
	REFD	Refrigeration Tech	1	0	0	0	0	0
	SAD	Systems Admin.	3	1	0	0	0	0
	SGTD	Surgical Technology	4	5	3	1	1	0
	SGTPD	Surgical Tech, CST Pathway	0	0	0	3	2	0
	WLDTD	Welding Technology	1	5	2	2	0	0
<b>AAS Total</b>			<b>189</b>	<b>163</b>	<b>90</b>	<b>70</b>	<b>22</b>	<b>0</b>
ABUS	BUSD	Business Admin.	12	4	2	1	0	0
<b>ABUS Total</b>			<b>12</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>
AGS	ASED	Auto Service Tech	5	1	1	0	0	0
	GSD	General Studies	5	7	5	2	0	0
<b>AGS Total</b>			<b>10</b>	<b>8</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>0</b>
AS	ADN	Nursing	1	1	0	1	0	0
	CHMD	Chemistry	2	1	0	0	0	0
	CSD	Computer Science	2	1	0	1	0	0
	ENGRD	Engineering	1	0	0	0	0	0
	GLGD	Geology	0	0	0	1	0	0
	LSD	Life Science	0	1	0	0	0	0
	SCASD	Science	0	2	0	1	0	0
<b>AS Total</b>			<b>6</b>	<b>6</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>
CERT	BKPC	Bookkeeping	9	9	8	4	1	0
	BNKC	Banking	0	1	0	0	0	0
	BUEC	Bus and Entrprnshp	1	5	3	2	0	0
	CDPC	Child Dev---Pre-School	0	1	0	0	0	0
	CHSMC	Culinary & Hospitality Mngmnt	8	8	5	10	2	0
	CISPC	Professional Applications	7	3	2	1	0	0
	CORCC	Corrections Officer	2	2	0	0	0	0
	COSC	Cosmetology	1	0	0	0	0	0
	CULBC	Baking and Pastry	10	8	5	10	2	0
	CULHC	Cul Arts & Hspitly	2	0	0	0	0	0
	DAEC	Dental Assistant	0	1	0	0	0	0
	DAECC	Dental Assisting	5	5	10	8	3	1
	ELTR	Electrical Technology	4	0	0	0	0	0
	EMSC	Paramedic	2	3	0	15	1	0
	ENTPC	Entrepreneurship	1	0	0	0	0	0
	FFC	Fire Fighter	1	0	0	1	0	0
	GBSC	General Business	1	0	0	0	0	0
	GMAWC	Gas Metal Arc Welding	2	7	6	6	2	0

Table 12: Graduates from the New Students of 2010-2015 with Program – Cont.

Degree	Code	Program	From 2010	From 2011	From 2012	From 2013	From 2014	From 2015
	GTAWC	Gas Tungsten Arc Welding	2	7	6	6	1	0
	HVAR	Residential Heat/Vent/AC	32	22	18	18	13	2
	IMEC	Industrial Electrical Maint.	4	0	0	0	0	0
	INSC	Med Asst: Insurance Coding	58	21	20	19	4	0
	LPN	Practical Nursing	4	3	0	2	0	0
	MAPHC	Med Assisting: Phlebotomy	28	17	12	13	1	1
	MASC	Medical Assist. General	4	2	2	0	0	0
	MASSC	Med Assisting: General	11	5	5	0	0	0
	PGDC	Programming & Game Development	3	2	0	0	1	0
	PHRMC	Pharmacy Technology	1	1	0	0	0	0
	PLGC	Paralegal	1	2	2	2	0	0
	PNC	Practical Nursing	7	4	3	0	0	0
	PNSOC	Practical Nursing Step Out	8	5	1	2	3	3
	PROC	Professional Applications	1	0	0	0	0	0
	REFCC	Commercial Refrigeration	32	22	16	15	10	2
	RESWC	Residential Wiring	8	0	0	1	0	0
	RTMC	Retail Management	0	0	0	1	0	0
	SMAWC	Shielded Metal Arc Welding	2	7	7	5	4	0
	SPVRC	Supervisor	3	2	0	0	0	0
	SYSSC	Systems Support & Security	8	5	2	1	1	0
	TDTC	Truck Driver Training	22	33	6	1	0	0
	WEBC	Comp. Graphics & Web Design	7	8	2	2	3	0
	WLIC	Entry Level Welder	1	6	5	0	0	0
	WLIC	Advanced Welder	1	6	2	0	0	0
	WWFC	Wire Feed/Mtl Arc Weld	3	0	0	0	0	0
<b>CERT Total</b>			<b>215</b>	<b>160</b>	<b>99</b>	<b>104</b>	<b>38</b>	<b>7</b>
COMP	AGECA	AGEC-A Arts	130	109	85	59	15	0
	AGECB	AGEC-B Business	12	4	2	1	0	0
	AGECS	AGEC-S Science	8	5	1	3	0	0
	INSC	Med Asst: Insurance Coding	0	0	1	0	0	0
<b>COMP Total</b>			<b>150</b>	<b>117</b>	<b>89</b>	<b>59</b>	<b>14</b>	<b>0</b>
<b>Total All</b>			<b>479</b>	<b>387</b>	<b>255</b>	<b>215</b>	<b>71</b>	<b>7</b>