Office of the Interim President

Executive Summary

As the year winds down, the college looks backward and presents to the Board of Governors the Mohave Community College 2019-2020 Annual Report. In accordance with MCC Policy 5.020, et. Seq., the numbers regarding students and faculty are provided, followed by operational reports from all college areas. This year, as the state economy recovers, and Arizona community colleges presidents began looking at possible increased hope for recognition and renewed state funding, the state community colleges began a campaign to stress the value of community colleges to their state, their communities and to their individual students.

Allied health programs have strengthened, and career and technical education programs are expanding. Programs work with local school districts. Every year, including this year, high school graduates are graduating from MCC the same year. Online and other technology enhanced courses and programs continue to be a significant portion of the students’ learning environment. College faculty continue to adopt best practices in providing students with the best possible learning experiences.

Student services teams have adopted strategic and innovative changes, refining efforts, and prioritizing core services so that students have access to a results-oriented, student-focused advising, tutoring and support.

As in previous years, the college received a Certificate of Achievement for Excellence in Financial Reporting for fiscal year 2018-2019. Capital projects were completed, specifically the new 600 building on the Kingman Campus. Photos of the new building are included in the Kingman Campus section of this report. The information technology unit successfully configured and deployed a new data center and a back-up center. The college hired a new information technology security officer early in the year to focus on daily security risks including spam, phishing, malware and other technology-driven security and privacy issues. A new enterprise risk management system is being developed to appraise and address potential risks to the college.

County, state and K-12 partnerships are beginning to experience a renewal and revitalization: economic development and commerce connections are strengthening, dual enrollment opportunities are expanding, and MCC leaders are working with their colleagues throughout the state to continue to improve the effectiveness of all Arizona community colleges. Campus deans are active in their communities, participating in numerous events and serving on a variety of not for profit local boards. The college embraces its strategic vision to increase “countywide educational attainment levels,” and looks forward to the coming year and new opportunities to serve.
As part of the values campaign referenced above, the college made a significant effort to share the MCC story through multiple media outlets, online and via local papers. In January, the first You- Tube Mohave Minute was showcased at the Governor’s Board meeting. The audience was stunned by the quality of the production and, more importantly, by the quality of MCC students, academic programs, faculty, and the college itself. Each month a new set of Mohave Minutes are presented, keeping the Governing Board and the public up-to-date on the value of MCC. The college web page supports additional value benefits, including the “We are MCC” videos, featuring MCC students and former students, including a local mayor and county supervisor.

Mohave Community College will have a new president beginning July 1, 2019. Dr. Stacy Klippenstein will join MCC following a presidency at Miles Community College, Miles City, Montana. The college looks forward to the new administration joining an already successful Arizona community college. However, in this time of reflection, it is important to note how fortunate the college has been in having Dr. Michael J. Kearns as its president for the past eleven years. Dr. Kearns, who retired in January, 2019, created a fiscal and programmatic stability that allowed innovation and improvements in the physical plant throughout the decade. His dedication to student success led to the development and growth of the Call Center, the Student Success Centers and the Student Veterans’ Centers. His attention to the ever growing demand for allied health professionals and to the needs of trade certifications brought the college new programs and state of the art equipment. These efforts could not have happened this year without the commitment of a president and staff who recognize the value of higher education and the importance of each individual student’s progress.

The following is a report of enrollment. The enrollment data has not been audited and does not represent additions or deletions occurring June 1, 2019 and June 30, 2018. The final report will be sent to individual board members by U.S. mail when the enrollment data is finalized.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FTSE:</td>
<td>2,139</td>
<td>2,226</td>
<td>2,161</td>
<td>2,271</td>
<td>2,437</td>
</tr>
<tr>
<td>2. Unduplicated Head Count:</td>
<td>5,125</td>
<td>5,737</td>
<td>8,573</td>
<td>7,297</td>
<td>7,294</td>
</tr>
<tr>
<td>3. Faculty:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time:</td>
<td>75</td>
<td>83</td>
<td>81</td>
<td>79</td>
<td>80</td>
</tr>
<tr>
<td>Associate/Facilitators:</td>
<td>207</td>
<td>217</td>
<td>207</td>
<td>230</td>
<td>264</td>
</tr>
<tr>
<td>4. Students not in the district:</td>
<td>402</td>
<td>559</td>
<td>1,047</td>
<td>786</td>
<td>722</td>
</tr>
</tbody>
</table>
1. FTSE by Campus:

<table>
<thead>
<tr>
<th>Campus</th>
<th>404.50</th>
<th>430.60</th>
<th>401.43</th>
<th>444.33</th>
<th>516.83</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCK</td>
<td>367.13</td>
<td>356.80</td>
<td>390.53</td>
<td>433.67</td>
<td>491.83</td>
</tr>
<tr>
<td>LHC</td>
<td>489.77</td>
<td>547.57</td>
<td>570.70</td>
<td>581.53</td>
<td>610.70</td>
</tr>
<tr>
<td>BHC</td>
<td>80.00</td>
<td>94.67</td>
<td>79.83</td>
<td>68.53</td>
<td>85.73</td>
</tr>
<tr>
<td>DE</td>
<td>797.43</td>
<td>796.57</td>
<td>718.80</td>
<td>742.63</td>
<td>731.57</td>
</tr>
<tr>
<td>Total</td>
<td>2138.83</td>
<td>2226.20</td>
<td>2161.29</td>
<td>2270.70</td>
<td>2436.67</td>
</tr>
</tbody>
</table>

2. Unduplicated Head Count:

<table>
<thead>
<tr>
<th>Campus</th>
<th>1338</th>
<th>1419</th>
<th>1418</th>
<th>1595</th>
<th>1845</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCK</td>
<td>1157</td>
<td>1110</td>
<td>1303</td>
<td>1414</td>
<td>1495</td>
</tr>
<tr>
<td>LHC</td>
<td>1461</td>
<td>1631</td>
<td>1749</td>
<td>1830</td>
<td>1903</td>
</tr>
<tr>
<td>BHC</td>
<td>240</td>
<td>310</td>
<td>275</td>
<td>284</td>
<td>287</td>
</tr>
<tr>
<td>NMC</td>
<td>2739</td>
<td>3180</td>
<td>6692</td>
<td>5339</td>
<td>4774</td>
</tr>
</tbody>
</table>

3. Faculty: Full Time:

<table>
<thead>
<tr>
<th>Campus</th>
<th>25</th>
<th>12</th>
<th>26</th>
<th>13</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCK</td>
<td>23</td>
<td>13</td>
<td>22</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>LHC</td>
<td>37</td>
<td>21</td>
<td>33</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>BHC</td>
<td>13</td>
<td>9</td>
<td>14</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>DE</td>
<td>38</td>
<td>19</td>
<td>32</td>
<td>14</td>
<td>22</td>
</tr>
</tbody>
</table>

3. Faculty: Associate:

<table>
<thead>
<tr>
<th>Campus</th>
<th>65</th>
<th>84</th>
<th>58</th>
<th>72</th>
<th>86</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHC</td>
<td>64</td>
<td>60</td>
<td>64</td>
<td>65</td>
<td>68</td>
</tr>
<tr>
<td>BHC</td>
<td>70</td>
<td>76</td>
<td>77</td>
<td>80</td>
<td>83</td>
</tr>
<tr>
<td>NMC</td>
<td>12</td>
<td>20</td>
<td>16</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>DE</td>
<td>94</td>
<td>108</td>
<td>101</td>
<td>143</td>
<td>146</td>
</tr>
</tbody>
</table>

4. Students not in the district:

<table>
<thead>
<tr>
<th>Campus</th>
<th>17</th>
<th>24</th>
<th>16</th>
<th>23</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCK</td>
<td>68</td>
<td>63</td>
<td>99</td>
<td>83</td>
<td>98</td>
</tr>
<tr>
<td>LHC</td>
<td>84</td>
<td>105</td>
<td>121</td>
<td>125</td>
<td>111</td>
</tr>
<tr>
<td>BHC</td>
<td>98</td>
<td>147</td>
<td>138</td>
<td>136</td>
<td>159</td>
</tr>
<tr>
<td>NMC</td>
<td>266</td>
<td>386</td>
<td>948</td>
<td>669</td>
<td>549</td>
</tr>
</tbody>
</table>
Office of Instruction

Executive Summary

The 2018-2019 academic year has been productive. Faculty and staff continue to be focused on student success by improving services, increasing and improving offerings (courses and programs), re-aligning assessment and participating in professional development. A large number of new staff and faculty did not impede progress. New colleagues quickly became an integral part of the team and are participating fully in Instruction’s efforts to engage students better and improve success.

The new Competency-Based Education (CBE) and Transitional Math (TRM) projects are moving in a positive direction. Faculty are fully engaged in improving these programs. Allied Health programs continue to produce top-ranked graduates and directors and faculty are involved in state and nationwide professional development. Staff and faculty are involved continuously with transfer partners and participate fully in the Arizona Transfer Consortium. Most Career and Technical Education (CTE) programs are at or close to capacity, and the College has added welding instruction at both the Bullhead City and Lake Havasu City campuses. We hope the success of these programs will be true of the new Electrical program beginning this fall in the new 600 Building on the Neal Campus.

There is a special focus on Distance Education (DE). Much research has been conducted, and best practices continue to be identified and implemented. Master course shells are being created to assure full-time, and adjunct faculty are consistent in delivering the most engaging and comprehensive lessons. DE offerings continue to grow and to assure students are receiving the best learning experience, Center for Excellence in Learning and Teaching (CELT) staff and faculty are working together to create a process to establish and monitor these classes.

Curriculum and Assessment

MCC faculty and staff participated in 35 statewide Articulation Task Force (ATF) meetings, and MCC Instructional Staff facilitated three articulation task force meetings for AZ Transfer and attended the required retreat for facilitators and participated as a member of the Gen Ed ATF. Twenty-nine ATF reports were prepared and processed.

In coordination with faculty, staff, and MPIO, program flyers and guided pathways were updated for 2019-20.

The following items were prepared for Curriculum, Academic Standards & Assessment Committee (CASA):

- 42 course packages
- 34 course retirements
- Seven program retirements
- Four new degree/certificates
- Four program modifications

Transfer Partnerships

- 21 partnerships are in place, including the three state universities.
- Five new agreements were signed, two concurrent enrollments for Nursing.
- One updated agreement with Southern Utah University.
• 31 new pathways complete.
• 16 total partner presentations, including the three state universities.
• Ten attended or presented at the Nursing Transfer Fair.
• Nine attended Overall Transfer Fair.
• Seven attended Bullhead City; eight attended Lake Havasu & Kingman Spring Transfer Fairs
• Updated transfer partner webpage links and pathway information.

Assessment
The faculty continues to improve and see results from the planned course and program assessments. The following were completed in that effort:

• Five Program review reports completed
• 19 2017-18 Cycle of Learning reports
• 19 2017-18 Cycle of Learning reports feedback rubrics provided to faculty
• 44 Program Outcome maps now complete

A need arose to unify the language within assessment templates and to communicate MCC assessment results more easily. The Academic Periodic Program Review Template was updated.

Catalog
In coordination with all areas of the college, the catalog was revised, updated, and reviewed in preparation for the 2019-20 academic year.

Center for Teaching and Learning (CELT)
CELT collaborated with Schoology engineers to integrate the Bulk Content Distribution (BCD) feature. With this feature activated, the Learning Management System (LMS) manager can now distribute content to some (or all) course shells while keeping associated details of the content intact. This was not possible in the past.

A new standardized course shell was implemented during the fall semester. The enhanced capabilities of the BCD feature allows CELT to distribute course shells to instructors that contain ‘published’ (viewable by students and instructors) and ‘unpublished’ (only visible by instructors) content. The unpublished faculty folder contains links to professional development opportunities, additional course support, and guidance to faculty as they continue to develop and offer quality online courses.

The new course shell provides faculty increased access to ‘just-in-time’ course development and instructional resources. It also provides a means for instructors to increase their online presence through the creation of course, and module, introduction videos. Faculty use Screencast-o-Matic recording software to create close captioned instructional videos for each course taught. Training on how to use the software was offered by CELT during the summer and fall semesters. During the fall semester, course sections were monitored for compliance, and faculty received additional training as needed. During the spring semester, courses were monitored weekly for video compliance. On average, 74% of online courses contained closed-captioned, instructor-created videos.

Spring semester overall:
• 61% of online courses taught by Adjunct Faculty contained videos
• 88% of online courses taught by Full-Time Faculty contained videos

CELT continues to provide all faculty with relevant professional development opportunities. Each year, faculty have the opportunity to virtually attend two national teaching conferences sponsored by the Online Learning Consortium (OLC).

Along with instructional webinars, CELT has expanded its faculty support efforts by extending staff support hours during one day per week. For online and adjunct faculty support, CELT has created the Faculty Support Connection online reservation tool faculty can use to book time with a CELT staff member. For online instructors located outside of MCC’s physical service area, the reservation tool is used to book virtual meetings through Zoom.

CELT partnered with faculty members, staff, Instructional Supervisors, and other campus AD’s to develop seven new workshops. Registering for a workshop is easily accomplished through the newly developed CELT - PDT Online Scheduler tool.

Currently Available PDT workshops:

• PDT 101: New Faculty Development Course
• PDT 104: Giving Effective Student Feedback
• PDT 105: Strategies for Increasing Interaction and Engagement
• PDT 106: ADA and 504 Web Accessibility
• PDT 108: Introduction to Screencasting Tools
• PDT 120: Designing a Blended / Hybrid Course

The annual Latte event was held on the Neal Kingman campus in December, which focused on using technology to engage students further. All break-out sessions were led by successful online faculty.

Library Services

MCC Libraries had an eventful and busy year. Staff designed and added new resources, participated in campus activities, sponsored college outreach events, and collaborated with other community college libraries in the Arizona Community College Library Consortium (ACCLC).

Librarians and library staff presented 80 instructional sessions to MCC classes, which included sessions on database research, correct formatting for MLA and APA citation styles, and the proper way to read and utilize research articles. Working with faculty, library staff tailored each session to provide students with the needed skills to complete their assignments.

On-ground workshops were conducted throughout the semester. Topics included: library resources and services, developing a research topic, the research process, evaluating resources, and the legal use of information. The goal was to facilitate students’ understanding and use of the global information environment and to prepare them for life-long learning. Furthermore, as MCC’s distance education programs continue to grow in size and enrollment, the library has continued to adapt current services to meet online demand. These include offering digital instructional sessions and workshops, updated subject guides, and new course-specific research guides.

MCC Libraries continued to serve each of their campus communities through the provision of resources and services that met student, faculty, and other patron demands. During the 2018 - 2019 school year, over 10,431 physical items were checked-out, and 41,970 database articles were accessed. New developments in this area include the ongoing acquisition of resources for the college’s new
Electrical program. Other new developments included the trial run of Feature Films for Education and World Cinema Collection. Both are video databases the library is currently considering purchasing permanently.

The library started refining the Embedded Librarian modules in Schoology. The objective is to make ten Information Literacy modules available to students in Schoology not by linking to the library’s website. Information Literacy concepts and skills strive to be “learner-centered and well designed” by integrating interactive elements. The project should be ready for use by the fall 2019 academic year.

MCC Libraries contributed to their campus and local communities by participating in and/or holding several events throughout the school year. Bullhead City and Kingman libraries in partnership with the Student Activity Club (SAC) hosted guest speakers from AZ Speaks, a program operated by AZ Humanities, on a variety of Arizona-related topics. The Lake Havasu Library collaborated with the Student Success Center to hold the first Final Paper Frenzy, an event that both departments plan to collaborate on again for the coming fall and spring semesters. Other highlights of MCC Libraries included staff members volunteering time and talent for several campus events such as MCC Shines, Bullhead’s Pumpkin Fest, Havasu’s Spooktacular, Boomer’s Spooktacular Fall Carnival, and No More Week.

Kingman library staff, in collaboration with Kingman and Bullhead City faculty, continued to publish Ovis, an online journal for MCC artists and writers from both students and staff (ovis.mohave.edu). The journal contains works of poetry, prose, photography, and visual art. The monthly Writer’s Lunch in Kingman also remained popular, with students continuing to enjoy the opportunity to engage with faculty and other aspiring student authors.

All three Librarians actively participated in ACCLC (Arizona Community College Library Association) governance and committees including the Professional Development Committee, the Communications Committee, and the Community College Resources Committee and Governing Board.

Career Technical Education (CTE) Programs

Events attended by all CTE Programs

- Colorado River Union High School District (CRUHSD) College and Career Expo
- Kingman Unified School District (KUSD) College and Career Expo
- Aha Macav Career Event
- Connect the Community (ConCom)

Auto Collision (ACT)

Auto Collision put on a successful car show during ConCom in March representing the largest show ever held on BHC Campus with over 50 entries.

Auto Collision students benefitted from scholarships from a local car club.

Enrollments have continued to trend upward, thanks to a second modification of the curriculum. In this change, the degree program was streamlined from the two-year degree model to a 3-certificate, one-year model by reconfiguring courses and better defining the time required to complete various competencies and objectives.
Automotive Services (ASE)

Auto Service students benefitted from a local car club donation of scholarships. The program also received a donation from Findlay Chevrolet in the form of a vehicle for use in the lab.

Auto Service had a full complement of students this year and has an entire class graduating.

Community Education (CM)

Community Education began its first year with a full complement of full-time personnel for the first time in over five years. The focus for the program was to re-establish a foundation of consistent course offerings across all southern campuses. Courses included ceramics, CPR, metalsmithing, jewelry making, watercolor and acrylic painting, digital photography, computer skills, conversational Spanish, drawing, and others.

Concurrent/Dual Enrollment

CTE programs have had concurrent/dual enrollment students in all programs this year. The campuses had the following:

- BHC—Auto Collision, Auto Service, Culinary (2 high schools), HVAC, Welding (1 high school and on site)
- LHC—Culinary (WAVE), HVAC, Welding
- NCK—Welding

Plans have begun for the institution of Auto Service at Lee Williams High School in Kingman for Spring 2019. Also, Electrical Technology will start in Fall 2019 at the Kingman Campus as a concurrent enrollment opportunity for Kingman area students.

Corporate Education (CRP)

Corporate Education has been very active this year, developing its infrastructure to support training courses in management and leadership, assisted living caregiver, and first responder training. The area has also been working to develop training for the Arizona Career Readiness Credential, a collaboration with the AZ Office of Economic Opportunity.

Culinary Arts (CUL)

Culinary Arts had two successful luncheons this year, one in each semester. All positively received by those in attendance.

After 18 months of no movement in dual enrollment, Mohave High School had two courses in the Spring. WAVE continues to have substantial numbers in Lake Havasu for both the dual and concurrent courses.

Enrollment overall is steady, but the on-site numbers have declined. In May the college brought in a consultant chef to fully review the program and curriculum. Using his suggestions, a program reorganization will take place of the 2019-2020 academic year with an anticipated new rollout in Fall 2020.
Electrical (ELC)

The electrical program was reorganized this year, with an anticipated rollout for Fall 2019. The new 600 building in Kingman will house a program lab with new training equipment. The program curriculum was revised, and the program has two certificates that can be completed in 12 months.

Heating, Ventilation & Air Conditioning (HVAC)

The HVAC program began its first year with its competency-based programming. In addition to the modified residential and commercial certificates, the program developed an installation certificate, a previously unaddressed aspect of the industry. As a part of the modification of the program, training aids and new HVAC units were added to the labs in Bullhead City and Lake Havasu City. The additions included training units and curriculum aids, air conditioners and heat pumps, sheet metal brakes and lock former units for both labs.

The program had strong enrollment, reaching capacity in Bullhead City and approximately 70% capacity in Lake Havasu City.

Perkins

Perkins funds were utilized this year for a combination of CTE programs:

- Culinary Consultant
- EMS simulators to standardize labs
- Nursing mobile workstations and headwall systems
- HVAC training units

Small Business Development Center (SBDC)

The SBDC has re-established itself throughout the county. Goals for 2018 -2019 are:

<table>
<thead>
<tr>
<th>2018 Mohave SBDC SBA Goals</th>
<th>2018 Mohave SBDC Attained Goals as of 12/4/18</th>
<th>2019 Mohave SBDC SBA Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Capital: $2,000,000</td>
<td>New Capital: $1,300,900</td>
<td>New Capital: $3,000,000</td>
</tr>
<tr>
<td>New Jobs: 45</td>
<td>New Jobs: 28</td>
<td>New Jobs: 55</td>
</tr>
<tr>
<td>Jobs Retained: 12</td>
<td>Jobs Retained: 6</td>
<td>Jobs Retained: 20</td>
</tr>
<tr>
<td>Sales: $1,500,000</td>
<td>Sales: 0 (Sales impact to be collected this month)</td>
<td>Sales: $2,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clients Served (new goal): 250</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jobs Supported (new goal): 500</td>
</tr>
</tbody>
</table>

Face-to-face or video meetings (foot traffic not including emails and phone meetings with existing clients) in each location below.

<table>
<thead>
<tr>
<th>2018</th>
<th>NCK</th>
<th>BHC</th>
<th>LHC</th>
<th>NMC</th>
</tr>
</thead>
<tbody>
<tr>
<td>January (center vacant)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>February (center vacant most of the month)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>March</td>
<td>23</td>
<td>0</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>April</td>
<td>13</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>May</td>
<td>10</td>
<td>2</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>June</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>July</td>
<td>15</td>
<td>11</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>August</td>
<td>7</td>
<td>9</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>
Truck Driver Training (TDT)

Truck driving has had a successful year with two consecutive semesters at capacity (10 students). Modifications have been made in the program for 2019 to address one aspect that was not feasible due to liability issues for external partners. The College anticipates that this curricular change will result in a significant increase in MCC graduates as well as CDL licensed drivers.

Data logistics training materials were added to the program to enhance the program’s validity to the industry. E-logs have become the standard in the industry.

Welding (WLD)

The welding program underwent a program modification over the 2017-18 academic year, and this year was the first rollout of the new certificate programming. Challenges were numerous and diverse throughout the year, but the incorporation of the CBE Technician position assisted the faculty and associate dean greatly in helping students transition or who have been going through the teach-out plan for the old program. Students are completing American Welding Society qualifications at a much more rapid pace now that they no longer have to wait until the conclusion of the program to take the exams.

Also, new Welding Skills Centers were up and running at both Bullhead City and Lake Havasu City campuses. Both operated with their own schedules of courses and were near capacity throughout the year. Four additional booths were added in Lake Havasu City to accommodate a few more students. Both skills centers received new equipment at startup, and there were immediate benefits to having the centers on all campuses as many students who had had to travel to Kingman now can remain in their home town, resulting in a safer experience for the student by reducing the need for travel and also reducing the cost of travel. The only time they travel now is for testing purposes, which still occurs in Kingman.

Faculty helped students understand the new standards and the benefits received as a result. Almost all student will be transitioned through the 2017 program by the end of the 2019-2020 academic year."

General Education

Clubs:

Kingman Art Club – Club Sponsor Ann King

- Meetings – club holds twice a month to plan events.
- Welcome Back Bash held in the fall and spring semester.
- Chat with the President held in the fall and the spring semester.
- The Art Club participates in the Pumpkin-Fest and MCC Shines by painting the faces of the community children.
• Day of the Dead Art Show held in November for the first Friday community event held in downtown Kingman. Students receive awards for best of show and can sell their work.
• Spring Art Show held in April for the First Friday community event in downtown Kingman. Students receive awards for best of show and can sell their work.
• Rock Painting events held on the NCK campus in the spring and fall semesters. This event is very popular with the community and helps get the public to the college.
• The Festival of the Arts event held on Mothers’ Day at Metcalfe Park in downtown Kingman. This is an Art Club fundraising event and allows the students to bring what they have learned in class to the community. They sell and present their work to the public and learn valuable lessons from this experience.

**MC4 – Club Sponsor Andra Goldberg**
The Mohave Community College Computer Club held two successful Technology Recycling Events that brought in more than 11 tons of materials that were safely recycled instead of going to local landfills. The club also hosted two gaming events that brought in over 200 pounds of pet food to Mutt Matchers, a local no-kill animal shelter. MC4 attended the SAC sponsored events such as Welcome Back Bash, the dedication of the Astronomy Dome, and the President Candidates student forums.

**PTK – Club Sponsor Eric Osborn**
- Started the peer mentor program to help at-risk MCC BIG 6 students
- Started Honors In Action connecting high school students to public service
- Achieved five-star advisor
- Took the honor society from one star to three in 4 months and will be five stars by the end of fall 2019
- Honored with the Reach Award

**Psyched Out Social and Behavioral Sciences Club – Club Sponsor Cole Stewart**
- Psyched Out meetings were held twice per month to plan events.
- Psyched Out elected a new Vice President who proved to be a tremendous addition to the club as well as the SAC.
- Psyched Out held an annual winter holidays party which had a tremendous turnout. Students gathered to construct gingerbread houses and discuss cultural appropriation and blended family dynamics during the holiday season.
- Psyched Out held a “Psyched Out for Seniors” event at the end of the Spring Semester to honor and say farewell to SAC graduating members. This event involved an interactive “CLUE” game that involved all SAC groups as possible perpetrators. Each SAC group had to work as a group to solve the riddles to find out “Which SAC group did It.”
- Psyched Out meetings this year covered creative ways to deal with and handle stress, how humans are all subjects to social conformity, different personality types, as well as how perceptions can change through the use of different senses.

**Skeleton Crew – Rich Crabb**
The Student Radiologic Technology Club (Skeleton Crew) took part in many outreach activities including, but not limited to Pumpkinfest, MCC/Bullhead City Movie Nights, and Boombox Parade. They also sponsored several fundraising events including the selling of Gold Canyon Candles, and Dinners at Panda Express and Black Bear Diner.
Art & Humanities (ART, HUM)

Recruiting
- Careers in Art and Visual Communications and presentations at the CRUHSD expo.
- Careers in Art and Visual Communications and presentations at the Mohave County Fair.
- Conducted on-campus tours from the local elementary schools in Kingman.
- Participated in ConCom Art and Visual Communications booth. Highlighted careers in the field; we had a Jenga-style game painted in various art.

Field trips
Kingman Full-Time Faculty
The following field trips allow Art and Visual Communications students to develop their portfolios and interact with students from all campuses.

- Field trip to the London Bridge in Lake Havasu City, both fall and spring semester.
- Field trip to downtown Kingman, both fall and spring semester.
- Field trip to the ghost town of Nelson, NV, spring semester.

The following field trips are to Arizona-based magazines in the Phoenix area to encourage students to connect with professionals who can help them in the field of Art and Visual Communications.

- True West Magazine (Cave Creek, AZ): The group meets with the owner; editor; artist; and historian, Bob Boze Bell. Semi-annual trips were taken in the fall and spring semesters.
- Arizona Highways Magazine (Phoenix, AZ): The group meets with photo editor Jeff Fida. Students spent two incredible hours talking about career plans and how to make it happen. This is a new relationship and very valuable. The team at AZ Highways are great resources for MCC students’ development.

Bullhead City Full-Time Faculty
- Re-established the Bullhead City Campus “Art Club” and changed the scope to include all the Arts. The Arts Club to include Literary, Performance, and Visual arts.
- Student art show in December showcased BHC student work with a reception and award for People’s Choice.
- 2019 Tri-State High School Art Show held on BHC hosted five regional high schools including Needles, Laughlin, River Valley, Mohave, and MALC.

Lake Havasu City Full-Time Faculty
- Re-established the Student Art League on the LHC Campus
- Hosted the November Photography exhibit with student work from all campuses.
- “What is Art” discussion panel: with area artists answering questions regarding art in our modern world.
- Tie Dye Event in April 2019 to promote the arts on campus and encourage a hands-on approach to making this type of art.

Business (BUE, BUS)
Accomplishments of the Business Department Faculty:
• BUS department continues to have growing enrollment numbers and an increase in the number of students declared with BUS degrees or Certificates from 353 total in the 2016-17 academic year to 421 total in the 2017-18 academic year to 506 in the 2018-19 academic year.
• The department continues to save students hundreds of dollars on textbooks, by switching the vast majority of its textbooks to a publisher that included in its plan giving students unlimited textbooks for $119 per semester. The Business Department also specifically reached out to MCC’s current bookstore services provider and requested it include this option in MCC’s online bookstore, which it has now done. This practice will continue, and thus, most business students will spend just $119 total per semester on textbooks.
• All three Full-time Business Faculty volunteered to serve on and lead the Faculty Professional Development Funds Committee and have approved funds for several different faculty to attend conferences and training benefiting their departments and the college.
• Successful BUS/CIS advisory meeting was held via Zoom in October; several employers attended in person to join us in the zoom room so lunch should be provided next year.
• College-Wide Business Club has, with the help of the IT department, developed a new online membership form for all clubs to use to recruit student members. This way, an e-mail can be sent to students and students click a link to fill out an online form to join any club available at MCC. (As of April 2019, only the Business Club is available, but after our successful test run, it will be expanded to all MCC clubs)
• College-Wide Business Club has also scheduled a tour of DOT Foods in Bullhead City. This is the newest large employer to move to our area and has plans to hire over 200 employees in 2019.
• Two business faculty met with the College of Southern Nevada, the business department’s closest community college partner, and toured their Interactive Business Lab, with OJ Sydor, who developed a new offering to get students excited about business and help develop important teamwork and social skills needed in today’s workplace environments.
• Volunteer Income Tax Assistance (VITA) took place on Havasu campus with student and business faculty volunteers, as they have for the past four years.
• Articulation Taskforce (ATF) meetings were attended for both ECON and BUS disciplines at the Arizona State University campus in Phoenix.
• MCC accounting faculty attended the TACTYC (Teachers of Accounting at Two Year Colleges) conference on May 17-19, 2018.
• Continuous involvement in the Western Association of Food Chains (WAFC) and their annual advisory meetings to promote and grow the Retail Management Certificate at MCC which has now grown to 41 declared students.
• Business faculty visited local area grocery stores in each of their cities to promote the Retail Management Certificate.
• MCC recruiters from all three southern campuses were invited to meet the corporate human resources representatives for Safeway, Smiths, and Smart & Final in Las Vegas.
• Business faculty actively recruit area middle and high school students by attending and representing MCC Business programs and/or giving presentations. Below are various events faculty either presented or represented MCC this year:
  ▪ Kingman Unified School District (KUSD) Parent & Student night for WAVE/JTED,
  ▪ Kingman Academy of Learning (KAOL) Parent & Student night for WAVE/JTED,
  ▪ KUSD Middle school students from 3 different schools visited Kingman Campus
  ▪ BMAS WAVE/JTED Advisory Meeting for KUSD
  ▪ BMAS CTE Advisory meeting for Lake Havasu School District
Computer Information Systems & Computer Science (CIS, CSC)

The following are some of the accomplishments of the department(s):

- Converted CIS 110 to an Open Educational Resources format, which is the 8th course to be an OER in the CIS program offerings
- Completed the 2018/2019 CIS/CSC Program Review
- Created new course in Python and converted to an OER
- Set goals to look into 3D Printers and Robotics
- Attended AZTransfer workshop and provided input regarding the CIS Common Course Matrix for the required programming course.
- Attended campus events, i.e., Bullhead City’s ComCon, Kingman’s Career Fair.
- Reviewed software needs and recommended Adobe Creative Cloud 2018 for this year with a migration to the 2019 package for Fall 2019 to keep the courses current.
- Presented the program to local middle school students and the PASS program at Kingman High School.
- Attended the Business Management and Administrative Services Committee meetings in Fall and Spring to give input concerning students in CIS dual and concurrent enrollment courses.
- Represented CIS at the Mohave County Fair and the Kingman Career Fair.

Education & Early Childhood Education (EDU, ECE)

- Students who earned their Child Development Associates credential through First Things First have the opportunity to apply for credit for prior learning in the Early Childhood Education degree program. Four students enrolled, earned the credits, and are now working toward their associate’s degree.
- Collaboration with CELT helped in creating online professional development programs. The programs were facilitated by EDU faculty on a trial basis in the fall and will be part of the MCC library of professional development.
- EDU faculty attended the Elementary Education and Early Childhood Education AZTransfer conference October.
- Northern Arizona University (NAU) has increased its presence on each campus. The NAU representative, has been a guest speaker in education classes and continues to assist students transferring from MCC to NAU. She has provided information about the grant programs and scholarships available to education majors.
- EDU faculty continue to coordinate with the NAU Assistant Clinical Instructor, to improve communication between high school students and MCC students seeking scholarship opportunities and transferability from MCC to NAU.
The Education Department was represented at the Colorado River Union High School District (CRUHSD) event in October. More high school students were asking for information about teaching careers than at previous CRUHSD events. Students played a giant Jenga game and received information about MCC’s education program.

All EDU faculty were present and assisted students at ConCom and answered questions about the program and the profession.

Western Arizona Vocational Education/Joint Technical Educational District (WAVE/JTED) has approached the EDU faculty to accompany them to several events promoting their sponsored programs for the upcoming school year.

An Education Club, approved in January 2019, was started on the Bullhead campus. Club members were present at the ConCom booth in April. The club coordinated games and prizes for participants to enjoy and provided information about MCC’s education program.

EDU faculty spoke at the Kingman school district career fair.

At MCC’s college and career fair, several local middle school students accompanied faculty to an event challenging those in attendance to the trivia game, “Are You Smarter than a Middle-Schooler?”

Local students, parents, and teachers attended multiple events and conducted guest lectures discussing best practices, current issues in education, and how to meet the needs of the students and the community through academics.

This spring middle school students were given a tour of MCC and programs available if interested in a teaching career. Touring with students, was an MCC education alumnus currently student teaching at the middle school.

**English & Communications (ENG, COM)**

- Attended and represented MCC at both the state English AZTransfer conference and Communication transfer meetings.
- Revised and updated the following MCC Course Packages:
  - American Literature I
  - British Literature I
  - Fiction Writing
- Kingman English faculty served as faculty advisors for the Kingman Alpha Chi Omega chapter of Phi Theta Kappa, leading our local chapter in two successful induction ceremonies and guiding our chapter in a number of service projects including Caroling/Gift-giving at Desert Highlands Care Center in December and volunteering at Three Square Food Bank in Las Vegas packaging meals for local citizens.
- The Kingman chapter also attended the Regional Phi Theta Kappa conference in Phoenix where two of our student members were voted regional officers.
- Implemented Writing across the Curriculum Project for the department utilizing assessments and assessment forms created for the college by the English faculty.
- The Bullhead English faculty worked several county and community events in the outreach of potential students including the Mohave County Fair, CRUHSD, and MCC’s ConCom.
- Kingman English faculty served as editors for two issues of Mohave Community College’s OVIS Creative Writing Journal sponsored by the MCC Library, including helping to host the OVIS fall launch reception.
• An English faculty helped revive the Bullhead City campus Arts Club. This year the club’s main outreach function was to work with the local high schools to showcase and award prizes to student artwork.

Mathematics & Engineering (MAT & EGR)
The math department welcomed two new faculty members in January.
The Mathlympics competition was held this year at the Lake Havasu City campus with six area high schools competed for honors in six math areas.
The department also participated in statewide efforts to define/improve the liberal arts math pathway in Arizona, including articulation to Arizona community colleges and universities.

Precollege Studies & English Language Acquisition (PCS, ELA)
• Precollege Studies began a top-down curriculum alignment/professional development project aimed at incorporating new state standards in adult education content and teaching standards in language arts and math. This project will continue into the next academic year with standards-specific content development and focus on databased delivery models and mentorship activities among MCC adjunct faculty. Next year will include English Language Acquisition classes as well.
• In January, some full-time faculty attended the AZ Adult Education Teaching and Learning Regional in Tucson for professional development tied to MCC’s curriculum alignment project.
• In September, PCS faculty and staff attended the AZ Adult Education Institute in Phoenix with a focus on professional development, state-required certification training and information on the state’s annual priorities regarding our federal WIOA grant.

Sciences (AST, BIO, CHM, ENV, GLG, GHY, PHY)
Lake Havasu City Campus Science Faculty Activities:
• Fall 2018 - Participated in Brainstorming meetings towards the development of BIO 201 and BIO 202 course shells for the adjunct faculty to maintain consistency between online courses and face-to-face courses.
• Made recommendations for refinements to the online delivery of 201 and 202 using LRNR.
• Spring 2019 - Implemented the new OER material, Concepts of Biology, into a hybrid BIO 100 section and provided feedback to InSpark towards their goal to improve delivery.
• Represented MCC at the Mohave County Fair in Fall.
• Assisted with Mathlympics by providing a fun science activity to the participants.
• Invited to direct a workshop “Intimidation versus expectations of STEM” at the UC San Diego National Science Foundation INCLUDES Conference: Collective Impact as a Pathway to Reinvigorate Broadening Participation in STEM at UC San Diego January 20 - 22, 2017.
• Fall 2018 - Facilitated the new OER material, Concepts of Biology, into a BIO 100 section.
• Summer 2019 - Facilitating the new OER material, Concepts, Introductory Chemistry, into a summer high school bridge section of CHM 130.
Bullhead City Campus Science Faculty Activities:

- Attended Articulation Task Force meetings.
- Attended and completed 5-hour spring term "Crisis Management" training on the BHC campus to improve response time/procedures for campus emergencies.
- Volunteered at CRUHSD Expo in BHC to promote Chemistry.
- Volunteered at ComCon in BHC to promote Chemistry, and delivered two presentations. One was called, "Is Fruit Magnetic?" and the other was called, "Magnetic Oil Spikes."
- Volunteered at the BHC Pumpkinfest event.
- Volunteered at the BHC MCC Shines event, working a game and talking to students about Chemistry concepts.
- Volunteered at the Mohave County Fair booth for MCC, talking to students about the benefits of studying Chemistry and taking classes at MCC.
- Worked with peers to develop demonstrations for the ComCon science booth; students explored ideas from BIO 100, BIO 201, and BIO 202 with hands-on models and learning aids.
- BIO 201 & BIO 202 Online Master Course Shell: Helping direct and organize the course shells for the adjunct faculty to maintain consistency between online courses and face-to-face courses. Providing lectures, assessments, activities, videos, and outlines for use in the online classes.
- Stop-the-Bleed Certified: Trained to act as the initial responder to help save lives before professional arrive on site.
- Suicide Prevention: fully trained (annually) in de-escalation, prevention, and awareness of suicide and counseling programs.
- Tobacco Free Campus: Continually and actively serve as an ambassador of a tobacco-free campus, and my office acts as one of the locations for products and info to help quit smoking.
- First Aid Training: Trained to handle various scenarios to help individuals in times of accidents and emergencies.
- Volunteered at the "Meet the Park Rangers in the Desert" event at the Laughlin Park.
- Acquired certificates in: Master Course Developer and Reviewer for Online Classes (3 credits class from Ocean County College), Online Teaching Training (3 credits class from Ocean County College)
- Teaching and Learning at the Community College (3 credits class from Rio Salado College)
- Presented talks about dinosaurs and evolution at River Valley High school, Fox Creek, and Mohave High School.
- Participated as a judge in STEM elementary, middle, and high school competitions in both Henderson and Las Vegas, Nevada.
- Attended many hours of virtual seminars on biology, anatomy and physiology, microbiology, even communicable diseases, and nutrition classes.
- Reviewed several textbooks for Anatomy and Physiology, Microbiology, and Biology for Cengage learning and Morton publishing.
- Invited to become a coauthor for a Chemical Ecology book for Morton publishing (forthcoming start date in July).

Neal Campus Kingman:

- Focused on developing Odigia for Microbiology as well as further refinements to the online delivery of 201 and 202 using LRNR.
• Worked on the Animal Use Committee for HAPS and led the committee meeting during the national meeting in Ohio this past May. Continued participation and planned attendance at the regional meeting later this year.
• Traveled to Washington D.C. in the summer of 2017 and reviewed educational grants for NSF’s division of undergraduate education leading improvements to the ASAP grant process at MCC.
• Attended two different RECON training meetings. RECON is an NSF supported group using trans-Neptunian object occultation to estimate size. These training taught an understanding of practical astronomy, which combined with theoretical knowledge and the new observatory, will allow better instruction of AST 101 on the ground next semester.
• Attended many meetings at ASU to talk about the engineering grant and transfer options.
• Participated in many AZTransfer (both engineering and physics) workshops.
• Learned about 3D printing, 3D scanning, virtual reality, and drone flying, which was utilized in previous summer STEM camp which was supported by an Arizona Science Foundation grant.
• Researching many open source options for physics and engineering courses for possible implementation.
• Continuing work with the RECON program, and hopefully work more with the FIRST robotics group.
• Pursued numerous continuing education/professional development opportunities.
• Worked on development of a new course model for Bio 100 through Online Learning Consortium webinars and work with InSpark Learning led to a $10,000 award used to foster student success.
• Invited to attend and present at the Online Learning Consortium’s National Conference in 2018. The knowledge gained was shared during presentations at LATTE workshops in 2017 and 2018 as a member of the distance education support team.
• Attended the Higher Learning Commission’s Annual Conference in 2018.
• Serving on the HLC 2020 steering committee.

Social and Behavioral Sciences (PSY, SOC)
• The Department of Social and Behavioral Sciences (SBS) attended the annual AZTransfer Conference.
• SBS was actively involved in recruitment efforts with local schools and businesses at both the CRUHSD expo and the ConCom.
• This year was instrumental in establishing a strong relationship with the two primary employers in Mohave Valley for MCC SBS graduates by way of the newly established externship program with Southwest Behavioral Health and Mohave Mental Health. This opportunity gives students viable and lucrative employment opportunities in the community by way of an Associate’s Degree at MCC. A large portion of students in the externship program were hired directly through the MCC SBS program this year due to the opportunities from the partnership with Southwest Behavioral Health.
• The Department of Social and Behavioral Sciences conducted a workshop entitled “Effective Layouts for Online Learners” at this year’s LATTE event. The workshop was designed to help bring additional training to instructional faculty about effective online course layouts.
• SBS full-time faculty members both worked as advisors for ‘Psyched-Out’ the Social and Behavioral Sciences club at the NCK campus as well as being active members in the Student Activity Council (SAC).
Substance Abuse Counseling (SAC)

The Program Coordinator continued community involvement as Secretary for the Board of Directors for Mohave Mental Health Clinics. Program Coordinator also served on the Faculty Council and Crisis Management Team while the Academic Success Coach served on the Communication Council for Lake Havasu City campus and the Crisis Management Team.

- Program Coordinator and Academic Success Coach assumed the roles as Co-Chairs for a Lake Havasu drug prevention coalition, the Young Adult Development Association of Havasu (YADAH) to revitalize the alliance. Monthly meetings were held on the Lake Havasu City campus; SAC students were invited to participate. The team is planning the Lake Havasu Walk Away from Drugs for October 2019 and a Hobbies not Habits Spring event for 2020.
- Participated in Opioid Symposia in Bullhead City and Kingman.
- Participated in Recovery in the Park in Bullhead City
- Participated in the Walk Away from Drugs in Kingman and Bullhead City
- Participated in the London Bridge Days parade.
- Gained approval for a Post Degree Certificate in Substance Abuse Counseling to add to the SAC program
- Initiated the application for accreditation by NASAC (National Addiction Studies Accreditation Commission)
- New installments of the Electric Lunch Series were held this spring, interviewing Southwest Behavioral, Treatment Assessment Screening Center, Inc. (TASC), Kingman Drug Court and the Kingman Harm Reduction Clinic.
- Participated in ConCom on the Bullhead City campus.
- Participated in the Mathlympics held on the Lake Havasu campus in April.
- Participated in First Aid and CRP training.

Transitional English & Transitional Math (TRE, TRM)

Transitional English

In the 2018-2019 academic year, Mohave Community College offered seven sections of Transitional English (TRE 089) spanning both terms. In total, 75 students enrolled in the course over the 18-19 academic year. In both fall and spring, the highest student enrollment was found in the online modality (i.e., 19 out of 35 students in fall, and 21 out of 40 students in spring).

From August to May, the No Red Ink software utilized in the course to remediate grammar issues was used by all sections. The TRE 089 students were able to master over 8 thousand topics over the academic year (i.e., commonly confused words, spelling, run on sentences, fragments, subject/verb agreement, capitalization, etc.), and answered over 200,000 learning-comprehension questions. Overall, this shows excellent progress on behalf of MCC’s student population.
Transitional Math

Transitional Math shifted to using EdReady® software to assist students and faculty in moving through pre-college math at each student’s pace. Faculty centered instruction on the content of the EdReady® modules and provided individualized assistance to students as they completed their coursework. There were 23 sections of TRM 090 and 15 sections of TRM 091 in the 2018-19 academic year. 434 students were enrolled in TRM, and 228 students were enrolled in TRM 091. Thirty-four percent of TRM students completed their TRM course online.

A group of MCC staff from Instruction and Student Success met weekly to discuss the use of EdReady® and checkpoints. Instructors reported on the progress of students enrolled in their TRM courses. Data was collected, analyzed, and used to make improvements in these courses.

The number one most prominent issue with student success in TRM was still attendance. Until it can be properly incentivized or motivated, there is a group of students that will likely continue to not complete TRM. The fall numbers were a bit lower than desired, but the numbers rebounded for spring.
Allied Health Programs

Dental Hygiene / Dental Assisting (DEH, DAE)
The dental assisting program can boast of a Dental Assisting National Board Radiation Health and Safety exam pass rate twenty points above the national average. Also, externship dental offices hired two-thirds of the class of 2018 before completion of their coursework.

The dental hygiene graduates must sit for up to four separate board exams as they seek licensure. The class of 2018 completed 66 board examinations with a 96% pass rate. Dental hygiene students continue to influence our communities through outreach. In 2018, students partnered with United Way on two initiatives. Dental hygiene students taught every kindergarden child in Bullhead Elementary, Kingman Unified, and Mohave Valley Elementary School Districts how to care for their teeth. In addition, the United Way provided funds to offer preventative dental care to adults. The initial offering was for 27 individuals, but more than 200 people were wait-listed. An addition 20 people will receive care in April, and a third “free” day will take place in October.

Emergency Medical Services (EMS) and Health Services
The EMS program continued implementing changes as a result of CAAHEP accreditation recommendations and Arizona Bureau of EMS recommendations. The EMS Director continues to advocate for student success.

EMS 222 Courses

<table>
<thead>
<tr>
<th>Location</th>
<th>Enrollment</th>
<th>Completion</th>
<th>Incomplete Issued**</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullhead City</td>
<td>15</td>
<td>13</td>
<td></td>
<td>87%</td>
</tr>
<tr>
<td>Lake Havasu City</td>
<td>12</td>
<td>8</td>
<td></td>
<td>67%</td>
</tr>
<tr>
<td>Kingman</td>
<td>19</td>
<td>13</td>
<td>2</td>
<td>68%</td>
</tr>
</tbody>
</table>

NREMT certification completion rates:

<table>
<thead>
<tr>
<th>Location</th>
<th>Eligibility</th>
<th>Actual</th>
<th>1st Attempt</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullhead City</td>
<td>11</td>
<td>9</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Lake Havasu City</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Kingman</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

** 2 students still finishing incomplete requirements under AZ rule.

Spring semester 2019 resulted in the enrollment of 39 students in the EMS 222 course, with the following campus breakdown:

<table>
<thead>
<tr>
<th>Location</th>
<th>Enrollment</th>
<th>Completion</th>
<th>Incomplete Issued</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullhead City</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Lake Havasu City</td>
<td>11</td>
<td>3</td>
<td>6</td>
<td>27%</td>
</tr>
<tr>
<td>Kingman</td>
<td>11</td>
<td>4</td>
<td>5</td>
<td>36%</td>
</tr>
<tr>
<td>North Mohave</td>
<td>14</td>
<td>14</td>
<td>0</td>
<td>100%</td>
</tr>
</tbody>
</table>

NREMT certification completion rates:

<table>
<thead>
<tr>
<th>Eligibility</th>
<th>Actual</th>
<th>1st Attempt</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**NREMT Computer Adaptive Testing (CAT) is currently in process for this group, and certification results are not yet available.**

Applications are currently being accepted for EMS 222 courses for fall 2019.

**EMS 240-244 COURSES**

Paramedic Cohort XI started August 2017 on the Bullhead City campus. 6 students enrolled, and the student who withdrew in 2017 from Cohort X reentered with EMS 241. All seven students are still enrolled and completed the program in July 2018.

All seven students completed the NREMT paramedic psychomotor exam. CAT written results to date are 71% first attempt pass rate and 86% pass rate within three attempts.

Paramedic Cohort XII continued on the Kingman campus in June 2018 with seven students. One student was ineligible to remain in the program during the EMS 242- Paramedic III course. One student elected to transfer to the Paramedic Cohort XIII in Lake Havasu City as of fall 2018. Three students completed the program in December 2018, with two students being issued incompletes to complete additional field internship time. Of these two students, one failed to complete any requirements under the incomplete, and the other dropped out in April 2019.

Paramedic Cohort XII had three students eligible for psychomotor testing in December 2018 and completed the psychomotor examination. All three students took their CBT with a 1st attempt pass rate of 67%, and a 100% pass rate within three attempts.

Paramedic Cohort XIII started on the Lake Havasu City campus in January 2018 with three students. During Fall 2018, one student transferred from the Kingman cohort to the Lake Havasu cohort. All three students completed all requirements of the program in December 2018. One student was issued an incomplete to complete additional field internship time. This student completed all requirements in March 2019. All four students were eligible for the NREMT paramedic psychomotor examination in December 2018 with all students passing. All four students passed the CAT written exam on the first attempt for a 100% first attempt pass rate.

Paramedic Cohort XIV continued on the North Mohave campus in June 2018 with 21 students continuing in the program. All students completed the program in December 2018. All students attempted their psychomotor exam in December 2018 in Kingman, with four students being unsuccessful requiring remediation. 2 students needed to utilize their 3rd attempt for single stations. The second full attempt and retest for psychomotor examinations were held in April 2019 at the North Mohave campus. Five students total completed all requirements for psychomotor testing with one student still needing to retest several stations.

All 21 students have completed the NREMT CAT written examination with 19 out of 21 completed successfully on the first attempt for a first attempt pass rate of 90% first attempt pass rate. All 21 students completed the NREMT CAT written examination within three attempts for a 100% pass rate overall.
Applications are currently being accepted for a paramedic cohort to begin on the Kingman campus Fall 2019, with an anticipated enrollment of a minimum of 9 students at that location.

MCC’s EMS American Heart Association training center has seen growth in our instructor roster as well as our courses.

EMS staff conduct training for Kingman and Lake Havasu campuses for crisis management. Tracy Gift and Stacey Gilbert, AHA instructors on the Bullhead City campus, conducted training for the BHC crisis management team. All staff who attended the entire course completed certification in the American Heart Association’s Heartsaver CPR and First Aid training.

The AHA training center has also had requests from multiple public safety agencies to become a part of our training center. These agencies include instructors from Kingman Fire, Bullhead City Fire, Fort Mohave Fire, and Grand Canyon West Fire. We are also anticipating the upgrade to an advanced life support training center and will be partnering with new agencies soon.

The EMS program continues to improve its statistics for EMS education success in Western Arizona. MCC continues to offer staggering start dates, and currently, are one of the most affordable programs in Arizona. Instructors continue to complete professional development activities in teaching to the National EMS education standards. Continued student success on the NREMT paramedic CAT and psychomotor testing are something MCC can be incredibly proud of.

Changes to the EMT education program this summer will improve our course enrollment to NREMT eligibility success.

**Medical Assisting (MEA)**

The college continues to offer the teach-out plan for the old medical assisting, phlebotomy, and medical coding and billing.

The medical assisting program will be seeking CAAHEP accreditation, and while the self-study did not begin, the plan is to start the required self-study during the 2019-2020 academic year. The director and full-time and adjunct faculty continue to work toward increasing student enrollment and completions in the MEA program.

The medical assisting program completed 11 students spring 2019, who are now scheduling their RMA examination through AMT. The phlebotomy program had six students complete the program and will also be seeking certification through AMT soon.

**Nursing (NUR, LPN, CAN, ALCG)**

*Associates of Applied Science degree in Nursing*

MCC and the Arizona State Board of Nursing entered into an agreement for the program to be placed on 18-month probation. This is the result of non-compliance with the ACEN standard 6, measuring outcomes. The probation period was effective May 2019. Quarterly reports are sent to the State Board of Nursing.

There were 197 students enrolled on NUR courses across all four campus locations during the year. A second admission was offered on the NMC for the first time. This campus generally has 20-24 students per year. The second admission was low (9 students) because of last-minute decision-making and lack of marketing. When this number is added to the Fall admission, the total was still 21 students, so no
change in overall enrollment numbers. A Senior Practicum was established for the fourth-semester students, which allowed them to spend 144 hours of clinical time with a dedicated preceptor. This has been extremely well received by the students and the facilities.

Licensed Practical Nurse (LPN)
The LPN Program remains on probation and is anticipated to be removed September 2019. Quarterly reports are also sent to substantiate progress throughout the year. Fall 2018 admission was closed because of pending curricular changes, but there were 22 admitted in the Spring. This program was offered in Bullhead City and Kingman for Spring 2018.

Certified Nursing Assistant (CNA)
A new program manager was hired. There were 100 students enrolled in 2018 across the three southern campus locations. A pinning ceremony was offered to the students beginning in Fall 2018. This event was appreciated by the students and their families and was well received.

Assisted Living Caregiver (ALCG)
There were no students enrolled in the ALCG Program. There was some turnover in the Corporate Education department that impacted the marketing of this course. Effective July 1, 2019, this course will report through the Nursing department.

Lab Changes
The North Mohave Campus now has a full-time/9-month Lab Assistant. This position has become necessary with the faculty teaching a full load and the second admission. High fidelity simulation equipment was purchased for Lake Havasu, and Bullhead City campuses and remodeling of rooms occurred. During the summer, the framework will be developed so that the program for proper implementation. Computers for each bed in the lab were purchased and are scheduled for installation this summer. These will allow our students to learn to document like a nurse in a hospital.

Staffing
Each campus staffs two full-time faculty and a lab assistant. The leadership team continues to rotate across all campus locations to ensure a presence. The rotation has been well received by the students, staff, and faculty. Leadership has been able to identify potential issues and intervene before they become problematic. They also worked with students who were struggling and helped remediate them.

Physical Therapy Assistant (PTA)
Curriculum
Met with the Director of Curriculum and Accreditation and reviewed allied health curriculums, pre-requisites, co-requisites, and grading.

- Adopted college-wide grading
- Changed passing requirement from a C to a minimum of 80% to progress forward with the PTA curriculum.

Assessment
Assessment is an on-going process for the PTA program. In addition to semester reviews of assessment within the PTA program curriculum, the PTA program also participated in a college-wide assessment with writing across the curriculum and general education philosophy and competency regarding mastering of calculations and assessment data commonly practiced in the field of physical therapy.
Program Recruitment/Community & Educational Event Participation

- PTA Pinning Ceremony
- New Student Orientation Night
- SAC Orientation
- Fall Welcome Back Bash. PTA Program recruitment. Staffed by both students and program faculty
- CRUHSD Expo. Staff participation for program recruitment
- Spooktacular-Staff and student participation
- London Bridge Days Parade. Student participation in the parade
- KUSD College and Career Fair. PTA Program recruitment managed by program staff.
- MCC Shines. Student and staff participation
- Spring Semester PTA Program Health and Wellness Classes. Managed by Faculty with student participation
- PTA program sponsored Therapy Ed Licensure Preparation Course for graduating class of 2019.
- PTA club sponsored the BODIES field trip for PTA student.
- Spring Welcome Back Bash. PTA program recruitment. Managed by staff and students
- Triathlon Fundraiser. PTA program staff and student participation.
- ConCom. PTA program recruitment.
- PTA program sponsored APTA CI credentialing course.
- PTA faculty presented the Role of the PTA to NAU and Midwestern DPT students.
- PTA faculty participated in two on-site accreditation visits for ABPTFRE orthopedic manual therapy fellowship program.

Program Updates

PTA program reviewed and updated PTA program manuals

- Program Policy & Procedure manual was updated for alignment with institutional policies and procedures
- Program and Student Handbook was incorporated the college’s student handbook
- Allied health program directors developed an online application which is used by all allied health programs
- Streamlined application process
- Developed uniformity with the application process with other health programs

First-year students: PTA program received 27 applications in the spring of 2018. Twenty-two of the applicants met the program requirements, and all were offered a seat. Five students declined the seat, and 17 students accepted the seat for the graduating class of 2020. There are currently 13 students progressing forward with the graduating class of 2020.

Second-year students: There are currently 13 students who are attending the terminal clinical internships in the spring of 2019, and are in line to graduate in May of 2019. The graduates will be in line to sit for the national practicing therapy exam in July of 2019. 2 of the 13 students received employment offers.

The program has a 100% national board pass rate for the graduating class of 2018 with one of the students receiving a perfect score. 100% of the graduates found employment for those that were licensed or certified to practice as a PTA.

Program Outcomes

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Employment Outlook

Employment opportunities continue to look good for graduating physical therapist assistants. The program continues to receive requests regarding job postings and prospective program graduates looking for full-time employment. According to the Bureau of Labor Statistics, there is a 30% expected growth from 2016 to 2026.

Radiological Technology (RAD)

The Radiologic Technology Program is currently progressing a cohort of 14 students through to completion and 13 more students into their second year of the curriculum. No students withdrew since the last reporting period. The program had a previously withdrawn student return, and the student is completing the program in August 2019.

The program had 11 graduating students in August 2018. All 11 sat for the ARRT certification exam, and 10 passed the exam. Of the ten students that passed the ARRT exam, nine obtained radiologic technology employment within six months of graduation.

The program received a 5-year Accreditation from the Joint Review Committee on Education in Radiologic Technology in August 2017. Two sub-standards were out of compliance. The program submitted a progress report in August 2018 from which the program received an additional three years of accreditation. The next scheduled accreditation Site Visit is April 2025.

The radiologic technology staff attended or were involved with several recruiting activities including CRUHSD, MCC ConCom, and various local schools attending the Bullhead City campus and the Radiologic Technology Lab.

The Program Advisory Committee met in April 2019 and approved the curriculum and its progress. Our Community of Interest does a superb job of supporting this program. As part of this Community of Interest, the students perform a clinical site/clinical instructor survey at the end of each spring and fall semester. The fall 2018 survey report was exceptional in that all clinical sites and clinical instructors received high marks for their efforts with the students.

Finally, the program is continually assessing its success through Program Assessment. The program meets each year’s challenges with dedication, determination, and administrative support to the point of continued Program Success.

Surgical Technology (SGT)

- MCC’s Director of Surgical Technology Programs became Secretary for the Arizona State Assembly of the Association of Surgical Technologists. Volunteering in this capacity keeps the program on top of changes to the profession at the state level and sets an example for students.
- The program hosted a group of doctors and nurses from Ukraine at the Kingman campus on September 9. This opportunity was an eye-opening experience for all involved.
- Presented a slide show and answered questions at Lake Havasu City Rotary morning exchange

<table>
<thead>
<tr>
<th>Licensure Pass Rate</th>
<th>100%</th>
<th>70%</th>
<th>90%</th>
<th>90%</th>
<th>100%</th>
<th>92.3%</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>70.6%</td>
<td>60.7%</td>
<td>90.5%</td>
<td>84.6%</td>
<td>77.8%</td>
<td>65%</td>
<td>72.2%</td>
<td>61%</td>
<td>76.9%</td>
</tr>
<tr>
<td>Employment</td>
<td>92%</td>
<td>100%</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
• SGT students represented the Surgical Technology profession and educational opportunity at the CRUHSD event in Bullhead City.
• Presented at both LHHS and Telesis in Lake Havasu to speak with students about surgical technology and the opportunities offered at MCC. Also attended was a Youth Career Day in Yuma, AZ. Students from the Allied Health Club came to Yuma Regional Medical Center where MCC and staff members of YRMC put on a mock surgery to demonstrate what Surgical Technologists do. The ability to take general education and prerequisite courses at AWC then attend MCC for the program was discussed.
• Spooktacular in the Surgical Technology building was a scream!! Students and staff turned the building into a “haunted hospital” for the public to enjoy in October.
• Attended Educators forum in February for continued education in the SGT Field and new ideas for lab and clinical. The director also attended a separate course to become an ARC STSA site visitor.
• Currently nine students interested and on track to start the program in Fall 2019.
• The SGT program currently has six students taking classes at AWC in YUMA in hopes of starting the program Fall of 2020. Housing in Lake Havasu was topic of discussion at recent SGT advisory meeting.
• SGT Program enrolled six students Fall of 2018, 4 of which are due to start clinic rotation in August.
• Graduating class of 2019 will be seven students, of which two have received job offers.
• The program continues to have the support of local surgeons who take time out of their day to speak to students in class about the expectation of students at the clinic.

Professional Development

Adjunct Faculty
109 adjunct faculty self-reported over 1,084 professional development hours during the fall and spring terms.

<table>
<thead>
<tr>
<th>2018/19</th>
<th># PD Hours</th>
<th># Adjuncts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>&gt; 622</td>
<td>67</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>&gt; 462</td>
<td>42</td>
</tr>
<tr>
<td>Totals</td>
<td>&gt; 1084</td>
<td>109</td>
</tr>
</tbody>
</table>

Associate Deans
• All ADs participated in Management Training.
• All ADs took part in campus-level trainings such as CELT/Schoology, Narcan, Stop the Bleed, Course Package Brainstorming sessions, Smartboard, Screen-cast-o-matic, and Title IX.
• All ADs attended EAB presentation “Closing the Part-time Student Success Gap”
• All ADs worked on Hybrid Course training sessions for summer instructors.
• Bullhead City AD attended the PCA/ACA regional Conference.
• Bullhead City AD attended the Women’s Studies Articulation Task Force.
• Bullhead City AD worked with AD Gee on kiln training and safety protocol on the Bullhead City campus.
• Kingman Campus AD attended FEMA Crisis Management and Active Shooter training.
• Kingman Campus AD presented “Improving Communication: Listening and Conversation” at a Student Services staff training day.
• Lake Havasu AD will attend the Teaching Professor Annual Conference in June.
• Lake Havasu and Bullhead City AD attended SAP/MTF Training for their respective committee.

Full-Time Faculty
The Faculty Council Professional Development Subcommittee refined their review and approval process for professional development requests with assistance from the Office of Instruction and PandaDocs workflow. The following programs were attended by full-time faculty:

• American Welding Society WPS/PQR Explained Course (Webinar)
• Teachers of Accounting at Two-Year Colleges Conference (5/16/19)
• Nutritional & Integrative Interventions for Mental Disorders (Digital Seminar)
• Photoshop World Conference (2019-20 Fiscal Year)

Associate Dean & Campus Instructional Supervisor Event Participation

Committees
• All ADs served on a variety of committees and planning groups, including Continuous Strategic Improvement (CSI), Campus Communication Council (CCC), Campus Crisis Management, Dual Enrollment Advisory Committee, etc.
• All ADs chaired and served on several hiring committees for faculty and staff positions during the academic year, based on campus needs. These committees hired both exempt and non-exempt employees.
• All ADs served on their respective campus facilities refresh planning committees.
• Bullhead City AD served on Bookstore Committee, ComCon Planning Committee, CRUHSD Expo Planning Committee, Pumpkinfest Planning Committee, and the Risk, Policy & Procedure Committee.
• Lake Havasu and Bullhead City ADs served on Satisfactory Academic Progress (SAP)/Maximum Time Frame (MTF) Committee under Financial Aid.
• Lake Havasu and Kingman Campus ADs served (rotating) on President’s Council.

Campus Events
• All ADs assisted with the planning and implementation of several events for their campuses, including Halloween celebrations, MCC Shines festivities and Student Recognition events.
• Bullhead City AD promoted and assisted with the running of ConCom on the Bullhead City campus. Faculty and support staff from all campus locations helped with this large-scale event.
• Bullhead City AD attended two Culinary Luncheons on campus and discussed learning opportunities with various stakeholders in attendance.
• Lake Havasu and Bullhead City ADs assisted full-time faculty member with several Art Exhibits.
• Lake Havasu AD assisted full-time faculty with “What is Art” panel presentation.
• Lake Havasu AD attended joint ASU and MCC meetings regarding cross-collaborations and possible pairings.
• Lake Havasu AD attended Lake Havasu Chamber of Commerce’s AM Exchange hosted by MCC and Dean Jann Woods.
• Lake Havasu AD assisted with Mathlympics.
• Lake Havasu AD attended the Donor Appreciation Luncheon.
• Kingman Campus AD assisted full-time faculty member Ann King with student art shows in November at the Day of the Dead First Friday event in Downtown Kingman and in April at the Neon First Friday event.
• Kingman Campus AD collaborated with Kingman Campus faculty and staff to present “Inspire to Aspire;” a series of informational sessions with Kingman Blended Learning Academy high school students.
• Kingman Campus AD collaborated with Kingman Campus recruiters and faculty to offer a series of campus tours for local seventh graders.

College-Wide Events
• All ADs assisted with both fall/spring Faculty Orientation events, as well as assisting with All Staff Day.
• All ADs collaborated on “Engaging Students: Working towards Student-Centered Instruction,” a presentation for faculty at December’s LATTE.
• ADs also volunteered time at the CRUHSD Expo, KUSD Career Fair, as well as at the Mohave County Fair in Kingman.
• ADs attended the grand openings of Veteran Students’ lounges and nursing facilities on their respective campuses.

Diversity Events
• All ADs assisted with the planning and implementation of events aimed at educating students, staff, and community members about diversity issues. For example, as a part of the AZ Humanities series, the Bullhead City library was able to host “Navajo Code Talkers” and “You are Where You Eat.”
• All ADs attended Employee Title IX Training presentations on their respective campuses.
• Bullhead City AD planned and implemented “Day of the Dead” campus-level event alongside faculty from ART, ENG, SPA, and CUL.
• Lake Havasu AD helped to promote the library’s “Do You Love Poetry?” Tree during April, and assisted with promoting AZ Humanities speakers such as “Navajo Code Talkers.”
• Kingman Campus AD helped to promote the library’s “Blind Date with a Book” reading initiative, and helped to encourage various library events such as “The Woman Who Shot Cowboys: Rodeo Photographer Louise L. Serpa.”
• North Mohave Campus Instructional Supervisor promoted campaigns to wear orange to spread awareness about Teen Dating Violence Awareness Month and wearing purple to raise awareness concerning Domestic Violence Awareness Month.

Dual Enrollment
• All ADs regularly met with dual enrollment faculty at area high schools and ensured that instructors had the necessary information about syllabi, materials, etc.
• All ADs also worked with WAVE/JTED and supported a variety of Parent Nights and other activities to ensure students given proper information about opportunities.
Faculty Meetings

- All ADs regularly organized and held full-time faculty meetings on the campus level.
- All ADs and participated in curriculum development and assessment focus group meetings with the Director of Curriculum and Assessment.

Office of Instruction Meetings

- All ADs attended over 19 AD Meetings, where the needs of the programs and faculty could be fully discussed.
- All ADs attended regular TRM huddle meetings, to explore trends and best practices with respect to supporting students in the program.
- Bullhead City AD organized and held two meetings with faculty to plan curriculum ideas for the TRM/STU “Learning Community” cohort occurring on Bullhead City campus.

Presidential Meetings

- All ADs attended and supported several campus-wide Chat with the President meetings.
- All ADs also attended President’s Council meetings in the fall term.
- In the absence of the campus dean, the AD would attend the President’s Huddle in the morning to share campus updates.

Staff Review

- All ADs worked to observe and evaluate myriad faculty members as well as complete MPEP documents for direct staff reports.
- Dual Enrollment faculty were also observed on a rotating schedule.

Student Meetings

- All ADs regularly met with students when issues or concerns arose per campus.
- All ADs also held meetings with students who had been academically dismissed, but who were looking to return to classes and enter academic probation.

Work-Study

- Bullhead City AD worked to hire a work-study to assist with the data entry required for textbook tracking. Bullhead City AD supervised this work-study with the assistance of the college textbook liaison.
- Bullhead City AD assisted ART/HUM faculty member in obtaining a work-study student for the Bullhead City campus; Bullhead City AD also assisted other interested faculty in learning application process, etc.

Community Events

- Bullhead City and Lake Havasu ADs attended “Love Around the World” MCC Foundation Event in Lake Havasu City.
- Bullhead City AD attended several “Anderson Fieldhouse” inaugural events/ceremonies.
- Lake Havasu AD and Student Services Office Manager Maryl Vineyard visited with police recruits at Lake Havasu police department’s Western Arizona Law Enforcement Academy (WALETA) to
assist enrollment in MCC’s Law Enforcement Preparation Academy Certificate (offered in conjunction with WALETA).

- Lake Havasu AD presented on MCC and its programming at the Lake Havasu City’s Republican Women’s dinner
- Lake Havasu AD served as a judge for the regional high school “We the People” competition hosted by Lake Havasu High School (LHHS).
- Lake Havasu AD attended the MCC Foundation’s Annual Dinner.
- Lake Havasu AD presented recognition awards for academic achievement to LHHS students at the LHHS Evening of Excellence.
- Lake Havasu AD attended Leadership Lake Havasu’s graduation ceremony for class graduate Professor Bhaskar Singh, Lake Havasu Business Faculty.
- Kingman Campus AD scheduled to speak at the Kingman Blended Learning Academy graduation in mid-May.
Office of Student Services

Executive Summary

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 the transition to a transfer institution and/or career. The division is comprised of quality, student-focused services including:

- Recruitment
- Marketing and Public Information
- Enrollment Management
  - Admissions and Enrollment
  - Financial Aid
  - Registrar
  - Veterans Services
- Student Success and Retention
  - Academic and Career Advising
  - Assessment and Testing
- Student Life and Leadership Programs

Further, MCC Connect, the college’s call center, complements all of these services. It touches and enhances each of the areas listed above by ensuring communication and assistance throughout a student’s MCC experience is accessible, comprehensive, and accurate.

Student Services departments have an interdependent relationship creating a tremendously positive and engaging network to grow and enhance student recruitment, admissions and enrollment, retention, learning and success, leading to completion. The departments work together to ensure student support is top-notch, knowing that each area plays an integral part in the student’s success at MCC.

The focus for Student Services during the 2018-19 academic year continued to be multi-faceted with the common thread of student success, leading to completion. The department embraced the vision in the College’s strategic plan, “increasing countywide educational attainment levels and contributing to the economic growth and resilience of Mohave County” and worked diligently to enhance services as well as brainstorm and adopt new practices to further education in MCC’s communities.

The Student Services team is phenomenal in working toward increasing MCC’s attainment level by one percent (approximately 300-plus graduates) each year. It is whole-heartedly a team effort with productive discussion, process and outcome review, “failing forward,” actionable items, learning from one another, appreciating different perspectives, and sharing the load.

Student Services invests in staff through numerous efforts including yearly employee reviews, weekly departmental meetings, constructive feedback, appreciation, bi-weekly leadership meetings, project opportunities, and cross-training, with training and teambuilding meetings eight months a year.
The training and teambuilding events involve a half- to full-day agenda of activities, presentations, and information sessions to further educate, grow, guide, and collaborate with all Student Services staff college-wide. The staff provided positive reviews of the meetings, often noting they find them valuable in assuring consistency, information, changing needs, communication, and networking. Some of the topics this past year included:

- Disability Services
- Non-attendance policy/process (WRI)
- Critical Thinking
- Customer Service
- Enrollment Reporting
- Intelligent Communications
- Kiosk Testing/Advising/SST changes
- Title IX
- Student Lifecycle
- Exit Counseling
- College Income – Understanding the Money
- Teamwork (creating exceptional teams)
- Academic amnesty policy
- Enrollment Management Data
- File review, student records
- Dual, concurrent enrollment
- Course Substitutions
- Emergency Grant
- Financial aid update
- Veteran’s Center

Additional emphasis was placed on giving Student Services areas time during Training and Teambuilding afternoons to meet as a department as some do not have the opportunity otherwise due to Student Services always being open when the College is open – except for training and teambuilding afternoons when Student Services closed.

Strategic and innovative changes took place throughout Student Services with a refinement of efforts, core services prioritized, and operations redesigned to deliver enhanced services to students and the college community.

Student Services continued to emphasize a results-oriented, student-focused approach through an innovative lens throughout 2018-19. The initiatives, accomplishments, and information utilized in the department’s progress are detailed and discussed in this report.

Marketing

It is the mission of the Marketing and Public Information Office (MPIO) to share the MCC story and communicate the value of the college and higher education to the people in Mohave County and surrounding communities. MPIO works to enhance voter and stakeholder confidence in the college and helps coordinate college involvement in the community to promote a positive image of MCC.

Further, the goals identified in the 2016–2020 Marketing and Recruitment Plan are:

- **Awareness** – Promote a positive image of MCC in the community. Ensure MCC’s known for its high-quality programs, student success services, affordability, and positive impact on the community.
- **Enrollment** – maintain and grow a healthy enrollment pipeline.
During 2018-19, the MPIO team of four received 719 college-wide project requests and maintained a 98% completion rate. Comparatively, in 2017-18, MPIO received 654 requests with a 98% completion rate. In 2016-17, MPIO received 527 requests; the completion rate was 92%.

MPIO continued its successful partnerships with local media, sending out 122 news releases from May 2018-May 2019. The MPIO Director also provided college story tips and information to the press, which, in addition to the news releases, resulted in 182 print stories.

The bulk of the MPIO responsibilities fall under four distinct categories - marketing agency, newsroom, production house, and public relations firm. Each area requires many specialized skills and talents such as newspaper, radio and television scriptwriting, graphic design, and production work.

MPIO increased productivity, performance, and product quality in 2018-19, while also adding two new continuous projects - the Value Campaign and MCC Newscast. MPIO produces and monitors both.

The Value Campaign tagline is Improving Lives, Improving Communities. MPIO created a web page (www.mohave.edu/Improving) where all marketing materials direct the audience to the message as well as data to back it up. The goal of the campaign is to highlight the economic value MCC brings to communities in the college district. The MCC Institutional Research Department was instrumental in gathering data that MPIO could package for the campaign. MPIO created a powerpoint for presentations, flyers, business card messages, television and online commercials, print, and digital ads, and radio ads. Campus Deans and Governing Board members are also vital to the process of disseminating the campaign information because of their contacts with community leaders and groups such as the Chamber and Rotary.

MPIO interviewed MCC alumni for testimonials to help share the college value message and humanize the campaign. Lake Havasu City Mayor Cal Sheehy, Bullhead City Police Chief Brian Williamson, and Mohave County Supervisor Jean Bishop shared stories of how their paths to
success started at MCC. Those stories and others are available online at www.mohave.edu/about/improvinglivesimprovingcommunities/iammcc.

The Mohave Newscast project, also known as the Mohave Minutes, was developed this year to help share college stories with the college district communities and stakeholders. The MPIO team shoots video, interviews, edits, writes and produces the newscast that is presented to the Governing Board and the community each month. The MPIO Director has vast experience in producing such newscasts, and continues training the office staff members in the skills needed to be proficient content providers, writers, and video storytellers. Currently, the training for gathering news and production efforts require approximately two weeks of work for the team each month. The newscast has quickly grown in popularity. In addition, several employees and administrators have noted that it promotes a positive external image of MCC, and helps create a positive work environment inside the college.

MPIO works with Lake Havasu City and Bullhead City to provide the newscast for the government access channels run by each city. MPIO is hopeful that the newscast will also be included on the City of Kingman government access channel. In addition to the cable channels, the newscasts are posted on the college YouTube channel (www.youtube.com/MohaveCCVideos), Mohave Wire, and college social media platforms.

MPIO utilizes a mix of traditional and digital platforms to promote a positive image of the college and raise awareness of college benefits and strengths. Based on 2017-18 student audience survey results, MPIO messaging for 2018-19 was distributed among 50% digital and 50% traditional platforms to capture as much of the audience as possible. MPIO continued to increase the college presence on mobile devices, Google, Facebook, YouTube, Instagram, Snapchat, Twitter, cable television, radio, newspaper, and special publications.

MPIO created 42 event, recruitment, and commercial videos in 2018-19, including several additions to the I am MCC section of the website (www.Mohave.edu/IamMCC). Research shows the demand for video consumption online continues to increase, so the MCC videos are valuable recruiting tools.

MPIO continues to work with recruiters to increase outreach to high school students, teachers, counselors, and parents. MPIO’s primary objective on this front is to assist recruiters in increasing enrollment among students seeking life improvement and value through MCC. MPIO and Recruitment continue to successfully place banners, posters, flyers, and billboards at high school campuses in the community college district to help raise awareness of the college’s strengths and benefits. The MPIO team also shares stories, videos, and pictures from recruiting events to help lift the veil and clear up confusion on what some prospective students and their parents see as an unclear college entrance process.

The MPIO team also works with all campus administrators, faculty, and staff to share positive stories and college events that resonate within the individual communities. Significant examples of this include the Connecting the Community Event (www.MohaveConCom.com), the Colorado River Unified High School District College and Career Fair (CRUHSD College and Career Fair) and Commencement (MCC News - Commencement).
MPIO manages content on the college social media pages and the college website. Information from third-party research agencies, EAB and Pew Research Center, show 95% of prospective students will first visit a college website when researching which school to attend. 85% of respondents say their second stop is the college’s social media pages. MPIO works daily to ensure the college website, https://www.mohave.edu/, has updated, accurate, user-friendly, and visually appealing content that helps tell the story of the benefits and opportunities the college offers.

An indicator of the continuing success of the new website is the low bounce rate. Bounce rate is the time a viewer spends on the webpage and the action they take. A low bounce rate shows the viewer is engaged with the website. A high bounce rate indicates the viewer came to the page and quickly exited or “bounced out” without taking any action. As demonstrated in the data graphic below, in 2018-19, the college website averaged a 23.90% bounce rate, which is a 1.10% improvement over the previous year. For reference, the college website, before the launch of the new design in 2017, had an average bounce rate of 75%. According to Google, a bounce rate under 40% is excellent, and anything above 70% is disappointing.

The college’s website also had more than 1.2 million page views from May 2018-May 2019, and viewers spent an average of 3:08 minutes on the pages they viewed, which suggested engagement with the content.

MPIO also continues to see improved engagement on the college social media pages. During the past year, the number of Facebook fans increased by 985, and Instagram followers jumped by 205. As the national tide of Twitter engagement drops, the MCC Twitter page also saw a 5% drop. Facebook, Instagram, and Twitter fans and followers were up 85%–90% from 2015-16 when the platforms showed very little activity.
Based on the 2017 student audience survey results, MPIO also increased focus on YouTube, which students ranked second highest for sources they use to watch videos and listen to music. The results of awareness campaign videos from the past year have been excellent. The videos target the MCC District and surrounding border towns in Nevada, California, and Utah, and the videos have been viewed in full 520,000 times. They have appeared on user screens 1.35M times, which places the view rate at nearly 40%. YouTube video providers are told to expect a 15% view rate, so the MCC videos are greatly outperforming the expectation.

Recruitment and Customer Service

Recruitment, call center (known as MCC Connect), and each southern campus front desk staff create a dynamic, proactive, and responsive team to attract and assist students. The areas all work under the umbrella of the Recruitment and Customer Service Department, with one supervisor, and routinely intermingle and work with one another to ensure operations (outreach and support) are at an optimum.

Recruitment specifically aims to:

- Maintain a positive reputation for Mohave Community College.
- Recruit new college students
- Monitor and improve admissions and registration processes in collaboration with other departments.
- Provide outreach and follow-up in numerous capacities.
- Coordinate all dual enrollment, and concurrent enrollment testing and registration on and off-site.

This year, the recruitment team continued to focus on strengthening existing as well as developing new community relationships to further awareness and engagement in higher education opportunities in Mohave County.

Existing Connections:

- WAVE/JTED
- Local High Schools
- Alternative High School – KBLC AZ Virtual Online
- The Club for Youth
- The Hualapai Homeschool Association
- Seligman High School
- Head Start (Oro Grande & Pima)
- Arizona at Work
- Sequoia Virtual Online
- KUSD Jr. High Schools
- Havasu Precatory Academy
The college’s partnership with Joint Technological Education District (JTED)/Western Arizona Vocational Education (WAVE) funded by Perkins Grant monies continued this year. This program provides a pathway from school to career through concurrent enrollment classes for motivated students. The pathway programs continue to grow, leading high school students from career/technical programs in high school into advanced programs with certificates and degrees at MCC. Starting in 2019-20, MCC will be adding Electrical Technology and Medical Assisting to the available programs offered through WAVE/JTED.

Dual Enrollment

Dual enrollment programs remained a strong outreach tool to high school students who qualify and wish to challenge themselves with college-level coursework and get a head start on a college degree or certificate. Overall numbers of dual enrollment students decreased from 764 in the fall of 2017-18 to 710 in the fall of 2018-19. Even with this decrease of about 50 students, dual enrollment contributed 8,689 credit hours to this year’s enrollment. While there was an overall decrease in the number of dual enrollment students, Kingman saw an increase in the number of students and credit hours and is currently trending upward.
The upward trend in Kingman is potentially due to the school district working with MCC to troubleshoot concerns such as document collecting, available classes, faculty eligible to teach dual classes. In addition, the high schools in Kingman have granted MCC more access to their students and parents through enhanced connections.

**High School Presence**

Recruiters hold office hours in the high schools in Bullhead City, Lake Havasu City, and Kingman. During scheduled office hours, recruiters meet with students to discuss dual enrollment, concurrent enrollment, post-graduation opportunities at MCC, and summer opportunities. The recruiters encourage discussions about how to pay for college. Discussions included highlighting MCC’s value proposition, discussing federal financial aid and filling out the FAFSA, and assisting with identifying scholarship opportunities.

The high school counselor is an essential part of the dual enrollment process. The counselors are MCC’s most prominent advocates when the recruiter is not available. For many years, MCC provided guidance counselors with a binder of MCC’s processes and “how to” procedures. In the last several years, MCC moved toward a green model to save money and help the environment. With this in mind, the recruitment team created a webpage in fall 2018 for the high school counselors. On the webpage, they can find vital contact information, recruiter’s schedule, student forms, and flyers – binders are no longer needed.

**Senior Registration Party**

Recruitment efforts also enhanced this past year with the continuation and expansion of “Senior Registration Parties.” The parties began as a pilot at Kingman High School and Lee Williams High School last year and grew to Kingman Academy of Learning (KAOL) recently. They target graduating high school seniors that do not have a plan upon high school graduation or are unsure about attending MCC.

At the event, students are able to apply for admissions, schedule a placement test, speak to a Financial Aid Officer, create an FSAID (used to access financial aid websites), start a Free Application for Federal Student Aid (FAFSA), speak to an academic advisor, declare a degree, and register for classes. The event helps to empower students so they feel confident about college and can now say that they have a plan. Of the three events held, 185 seniors attended with many planning to attend MCC in fall 2019.

**College Career Fairs**

As part of the enhanced relationship with the Kingman Unified School District (KUSD), MCC served on a task force to develop and initiate the first KUSD College Career Fair. The fair was a success with about 450 high school students in attendance. Of those in attendance, 121 students asked for more information about MCC programs. The Marketing Public Information Office (MPIO) created a digital flyer that was sent out after the initial outreach completed by the recruitment team.
Recruitment was also a part of the October 2018 college fair hosted by the Colorado River Unified School District (CRUSHD) at the Mojave Event Center. This one-day event attracted students from Bullhead City and surrounding area high schools. The students learn about college and career options. MCC used the arena floor to display its array of academic programs. Recruitment and enrollment staff, along with many faculty members, helped answer student questions throughout the day. Over 400 students attended the event.

**Seventh Grade Tours**
MCC also worked with KUSD this year to do tours of Neal Campus Kingman, which included classroom visits and demonstrations to start familiarizing Kingman area students to college earlier. The tours were a huge undertaking – requiring a multi-campus, multi-department effort with more than 65 MCC staff and faculty involved. The tours were interactive and engaging. The students learned about chemistry, biology, art, welding, electrical, computer information, business, engineering, and more.

After Kingman campus completed their seventh-grade tours, the MCC Lake Havasu City campus received a request for a similar event for eighth graders in the fall of 2019. Planning is underway, and the recruitment team considers the excitement this created in all communities a success.

**Club for Youth**
The Club for Youth in Kingman is not a new connection; however, this past summer was the first time the recruitment team participated in their summer program. During the summer, several Student Services staff, in addition to the recruitment team, helped with MCC Awareness events at the club.

During July, presentations on various programs were made - including the Retail Management Certificate, Computer Information, and Truck Driving. At the events, Boomer would accompany the team and offer pictures and games with the kids.

The Club for Youth has children from ages 5 to 16 that attend the summer program. The recruitment team is participating again in the 2019 summer events.

**Project Aim**
The recruitment team also developed a connection with Project Aim, a program for youth that are currently on juvenile probation, promoting a vision of aspiring to be better, instilling strong values, and motivating others. MCC recruiters presented educational programs to the 10
Project Aim participants. The presentations were well received and ended with a tour of MCC’s Neal Campus - Kingman campus. Project Aim has requested MCC’s involvement again when they start their new cohort in fall 2019.

Additional relationships, outreach
Recruitment continued to work closely with the Marketing and Public Information Office (MPIO) to help achieve shared goals, such as increasing the public’s awareness of MCC. Recruitment staff collaborated with MPIO to attend 76 community events (up from 60+ in 2016-17) to help get the word out about MCC and the great value offered. The recruitment team and additional MCC staff were in front of approximately 32,000 people with the awareness message this past year. The team was able to have conversations with around 2,700 people at all of the events.

The recruitment team partnered with the Marketing and Public Information Office to brand local high schools with the MCC message.

Laughlin High Schools is MCC’s neighbor to the west of Bullhead City. The recruitment team has been able to build a connection that has allowed MCC to bring important program information and financial aid presentations to the students and parents of Laughlin High School.

Mohave High School (MHS) is located in the heart of Bullhead City. MHS is the largest high school in the area, and several of our dual enrollment classes are offered on their campus. At MHS, students can participate in dual enrollment and concurrent classes with WAVE/JTED. Students who participate in dual enrollment have an opportunity to complete an Arizona General Education Curriculum (AGEC) certificate while attending MHS.

The recruitment team was invited to speak at the Bullhead City Middle School in the spring of 2019. The presentation covered the Early Start Scholarship, Dual Enrollment opportunities, Summer Bridge, and WAVE/JTED (concurrent enrollment). The theme of the event was the “Value of Education.” At the presentation, the recruitment team was able to speak to all seventh-graders at the Bullhead City Middle School; in total, there were 132 students in attendance. The middle school has asked that MCC return annually for this event.

In addition, the team collaborated with the MCC’s Business Program to help promote the Retail Management Certificate (RMC). As part of the promotion, the recruitment team launched a series of events in the Lake Havasu City area to promote the RMC. The team set up shop at the local grocery stores, and the stores allowed the team to use their private breakroom. As the store employees showed interest, the team was able to have detailed conversations regarding the program and admission process.
Each semester, the recruitment team also hits the street for door-to-door general community outreach and visits several businesses to make connections and leave MCC table tents and flyers. Also, because of new contacts, the team was invited and participated in benefits fairs at the Colorado Belle, Riverside Resort, and the City of Kingman.

**Reality Store**
In November 2018, KUSD held the annual Reality Store Event. The event had a total of 575 middle school students who participated in the event, which is a demonstration of what “real life” is like as a 28-year-old. Each student starts the event with a checkbook, a career they randomly pick with the wage, and how many children they have. Students then go to each booth at the event to experience “real life” – for example, utilities, car payment, rent, post office, student loans, charity, etc. The students are to deduct all the living expenses and then at the end of the event they spin the “Reality Check Wheel” to determine a life event that could happen (win the lottery, lose everything to addiction, speeding tickets, etc.). Students obtain an understanding of how much things cost as an adult and leave the event with a reality check.

**Financial Aid Nights**
Tuition, fees, and how to pay for college continued to be an essential part of the recruiting conversation. Members of the recruitment team are well-versed in necessary details of payment options so students can get help fund their MCC education. Specifically, financial aid conversations are then carried on more in depth by the financial aid team. As a result, the recruitment team was able to partner with the financial aid team at area high schools to promote FAFSA completion. In the fall of 2018-19, the team held FAFSA Nights and financial aid workshops at area high schools. The team has also partnered with the financial aid department to branch out and start “How to Pay for College” presentations at the alternative high schools, and Laughlin High.

**MCC Connect**
MCC Connect is an integrated team of Student Services Technicians (SST’s) from all of Mohave Community Colleges southern campuses. The MCC Connect team’s primary objective is to help students, faculty, administrators, staff and the public by providing accurate, reliable information to every question asked or anticipated, utilizing a variety of modalities, including phone, online/live chat, web conferencing, email, and in-person communication. All phone calls into any of the campuses are answered by MCC Connect, which also provides extended night and weekend access to callers.

**Training and Collaboration**
MCC Connect provides all callers with personalized, individual attention to assist them in achieving their educational goals. Representatives receive ongoing training to help with issues and guide callers through new and revised information and processes about MCC’s, programs, admission requirements, financial aid processes & document requirements, help with enrollment (including prescriptive advising), assistance with graduation applications, ordering transcripts, and more. The SST’s work closely with Enrollment Management (financial aid, registrar) the Office of Instruction, and the Information Technology department, to address student needs and concerns and provide a response in a reasonable timeframe.
All MCC Connect representatives are also trained to assist students with enrollment by providing most pre-requisite overrides. Overrides allow students to enroll in classes without having to travel to campus, schedule an appointment, or wait for an advisor to call or respond by email. Since spring 2017-18 MCC Connect representatives provided overrides for 203 courses. Because MCC Connect representatives can provide simple overrides, academic advisors can focus on more complicated overrides/issues.

MCC has increased collaboration with Instruction this year to address needs/issues with the online bookstore. Instruction staff continually update an online information sharing site to provide information on various aspects of the bookstore (availability/status of materials, course data, etc.), so staff can assist students accordingly.

This culture of learning extends to assistance with self-service password reset setup, navigating technology, finding what one might be looking for on the website, and even assisting members of the community with their needs when possible.

Staff continue to value internal, online documentation and in some cases, processing area, known as “tools” and look to enhance it as needed. It can be updated quickly based on the needs of the College and is much more flexible and efficient than other systems used. It has expanded beyond MCC Connect to the Business Office, Community Education, group messaging, appointment scheduling/tracking, and more.

Tools.mohave.edu (an internal online platform) has streamlined several processes for MCC Connect including adding the same note to more than one account, determining a student’s FERPA (privacy) status, account balances, and allowing staff to “drill down” (example below) on visit reasons and calling codes to strategize and re-align resources as needed.

<table>
<thead>
<tr>
<th>Reason for Call</th>
<th>Number of Calls</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid Assistance</td>
<td>10,289</td>
<td>24%</td>
</tr>
<tr>
<td>JICS Portal Navigation</td>
<td>4,498</td>
<td>10.5%</td>
</tr>
<tr>
<td>Technical Assistance</td>
<td>3,965</td>
<td>9.3%</td>
</tr>
<tr>
<td>New student Info/App</td>
<td>3,807</td>
<td>8.9%</td>
</tr>
<tr>
<td>Advisor</td>
<td>2,770</td>
<td>6.5%</td>
</tr>
<tr>
<td>Bursar/AP/Payroll</td>
<td>2,565</td>
<td>5.9%</td>
</tr>
<tr>
<td>Registrar Help (Transcript, Verify Degree, Graduation):</td>
<td>2,565</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

**Call Stats April 1, 2018 – April 1, 2019**

<table>
<thead>
<tr>
<th>Total Calls</th>
<th>42,816</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Abandon Rate</td>
<td>5.3%</td>
</tr>
<tr>
<td>Total Voicemail/other</td>
<td>2,873</td>
</tr>
</tbody>
</table>

In May 2018, the Customer Service and Recruitment Department rolled out a new customer service training, titled, “The Basics of Providing Awesome Service” which included:

- Professional Courtesy
• Offer Assistance and Follow-up
• Be Attentive and Listen Effectively
• Be Resourceful and Solve Problems Creatively
• Be Empathetic and Present Options
• What is Help?

Performance monitoring has shown that this training has improved the SST’s listening skills, their ability to ask questions for clarification, consider more possible solutions, offer options, and follow-up more proactively.

The customer service training will be incorporated into the new hire training that the SST’s and office managers are creating this year. This training will go over all team actions in a general sense and will be updated as policies and processes change. The training will be available for everyone to refer to in an online, shared site.

Financial Aid Outreach
MCC Connect continues the Free Application for Federal Student Aid (FAFSA) outreach that started in 2016. The Financial Aid Department provides MCC Connect with a list of all students that have completed a FAFSA and then MCC Connect staff follow-up, thoroughly reviewing each student’s account and walking them through verification and what is required for their financial aid. There is also an added benefit to this outreach, as staff can identify students who have not started or completed the admission process, or may have issues that will prevent them from enrolling, and provide them additional assistance and resources.

Mass Drop Communication
About one month before the “Mass Drop Date” each semester, the Bursar’s Office, Enrollment Management (registrar, financial aid) and MCC Connect meet to evaluate students who will potentially be dropped for non-payment due insufficient or no payment for a variety of reasons. Identified students are followed-up with (called) on an individual basis by an MCC Connect staff member offering assistance and resources as needed. The collaboration results in “saving” about two-thirds or more of students who were originally unable to pay from being dropped for non-payment. It’s a tremendous, well-executed effort on all fronts.

Strategic Communications
The MCC Connect call tree (how the system is programmed to direct calls) continues to be reviewed and updated regularly, as needed, to ensure call traffic is triaged efficiently. Most recently, callers that would have been abandoned in the past in the system have been able to use the self-service option and take care of their own needs. The self-serve option has the bonus of reducing the number of abandoned calls and voice mails that representatives need to return. From April 2018 – April 2019, 2,873 (6.7%) of callers used the self-service option in the queue, which reduced the hold time and number of callers waiting on hold.

MCC Connect has continued the fall and spring “Semester Start-Up” hours of 9 a.m. to 6 p.m. When the call queue closes at 6 p.m. staff members do not leave until all abandon calls and voicemails are returned. The quicker a call is answered, the less likely it will be abandoned, and the less likely it is to become a repeat caller.
The overall call volume and abandoned calls have dropped dramatically due to more calls answered the first time they call, and abandoned calls/voice mails returned by the end of the same day:

<table>
<thead>
<tr>
<th></th>
<th>SP 2017-18</th>
<th>SP 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calls Handled</td>
<td>5334</td>
<td>4407</td>
</tr>
<tr>
<td>Calls Handled by Other or Voicemail</td>
<td>699</td>
<td>380</td>
</tr>
<tr>
<td>Calls Abandoned</td>
<td>728</td>
<td>279</td>
</tr>
<tr>
<td>Abandon Rate</td>
<td>10.76%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Average Speed of Answer</td>
<td>1:39</td>
<td>:47</td>
</tr>
</tbody>
</table>

Overall, abandon calls have reduced by more than 20% and the average hold time has decreased close to 48% over the last three spring semesters, with similar results for fall semesters.

**Phone System Upgrade**

In addition, the phone system for MCC Connect was updated in February to make it more versatile – allowing phones to go through a website, rather than a program that must be installed on a particular computer. Unfortunately, the upgrade caused some issues including the inability to record calls and extensions disappearing/malfunctioning, that the College’s Information Technology department has been working to resolve.

The upgrade is part of a more significant project in which MCC Connect is looking to implement an “outbound dialer” feature that is expected to increase productivity due to the ability to upload abandoned/financial aid/recruitment call lists into the system – routing them to the next available representative. The new feature will reduce or eliminate the need for the SST’s to work from multiple spreadsheets and try to coordinate their outreach with incoming call volume and agent availability. In addition to the outbound dialer, MCC Connect is looking at options to allow callers to enter their phone number and receive a call back as soon as a representative is available.

**Withdrawal Intervention Program**

In March 2018, the Call Center implemented the Withdrawal Intervention Program, which involves staff following up with students who submitted course withdrawal requests to discuss the consequences of withdrawal, as well as the options available if they choose not to withdraw. While the vast majority still decide to withdraw, the information provided better equips them to be successful the next time they take the class. Additionally, when a withdrawal is denied, the student receives calls from MCC Connect to let them know about the denial, and what they need to do to get the withdrawal processed.

This project has not had great success in keeping students from withdrawing from a class, which was the desired outcome. However, the information given to the student is valuable. In 2019-20, this initiative will be re-evaluated to determine the next course of action.
MCC Connect and Recruitment

As mentioned formerly, MCC Connect is part of the Recruitment and Customer Service Department and continues to support those efforts. SST’s participate in recruiting events on and off campus, as well as assisting with High School student initiatives such as Application Night, Registration Night, and FAFSA Night.

Also, the financial aid department has taken primary responsibility for verifying loan references and more complicated financial aid issues, which means MCC Connect SST’s were able to participate more in community outreach and high schools presentations.

Customer Service Survey

MCC Connect conducted the seventh annual customer service survey in the spring of 2018-19. 267 (10%) of the students who called between March 1st and March 31st were surveyed to assess the effectiveness of MCC Connect. The survey calls were placed approximately two days after the student had initiated a call to MCC. Overall, survey results were positive and indicated a high level of overall satisfaction with the MCC Connect experience – the chart with all the data obtained follows with various results discussed afterward.

85% of those surveyed were extremely satisfied with the service provided by MCC Connect, and 9% being satisfied - overall satisfaction rate remains at 94%. The ratings for listening skills of MCC Connect representatives rose slightly from 96.5% last year to 96.6% this year. 85% of
respondents also felt that the representatives they spoke with were knowledgeable and adequately/accurately answered their questions/addressed their concerns. This is an 11% decrease from last year. Early indicators suggest that the majority of the decline may be due to the loss of several experienced staff.

It takes new representatives six months to a year before they are at a level of knowledge and understanding of processes to apply their understanding of how to resolve one issue to other similar matters they encounter. As more departments learn the value of hiring MCC Connect representatives, the thought is that the department will remain in flux - a constant state of new staff training and turnover can result in a lower overall level of knowledge. However, the new-hire training was revamped, giving new staff a fundamental knowledge base that they can build on with experience.

**Enrollment Management**

Under the umbrella of Enrollment Management, the Registrar’s Office and Financial Aid Office continue to maximize their interconnectedness by collaborating for outcomes that are greater than what they could accomplish alone as well as developing and/or enhancing their partnership in these key areas (Hope, 2015):

- Compliance Reporting
- Routine Audits
- Non-Attendance And Non-Participation
- Academic Progress
- Course Schedule
- Course Types
- Enrollment Status
- Degree Declarations
- Withdrawals
- Course Repeats
- Admissions
- Citizenship
- Residency
- Transcripts
- Date (Census, Last Date Of Attendance)
- Course Approvals
- Lengths Of Time In Class
- Programs
- Consortium Agreements
- Curriculum Review

The Registrar’s Office reacquired Admissions this past year, adding three new staff members to the department, which worked to implement a strong file review component from a student’s initial application through to their graduation application. Strengthening the practice of ongoing oversight will ultimately result in greater student enrollment data accuracy for reporting and audit purposes.

**Degree Declarations**

This year, Enrollment Management continued the sole responsibility of administrating degree declarations. Upon acquisition, Enrollment Management streamlined the degree declaration process and implemented a robust file review component that has assured the accuracy of course and program enrollment. These necessary measures greatly improved the institution’s reporting to the National Student Clearinghouse as well as reduced inefficiencies of financial aid disbursement process.
National Student Clearinghouse (NSC) Reporting
Currently, Mohave Community College’s program certification rate is 99.32% with the National Student Loan Data System (NSLDS) via the Clearinghouse reporting. The Clearinghouse reports program data to NSLDS primarily to measure student usage of the subsidized loan program. For the last six months, the monthly NSC enrollment reporting has been above 99%, a success shared with both Enrollment Management and Institutional Research.

Reverse Transfer
The Registrar’s Office agreed to participate in the reverse transfer program provided by National Student Clearinghouse. Through this program, MCC will potentially have the opportunity to award degrees to students that have previously attended MCC and transferred to a four-year institution before earning an associate’s degree and/or certification credential.

This partnership differs from the ongoing reverse transfer program, which only includes the three public Arizona universities. National Student Clearinghouse receives data from over 3,600 colleges and universities across the nation, providing further opportunities. The process begins with participating four-year institutions sending course level data (including grades and current contact information) to Clearinghouse. Once one of MCC’s previous students has completed 60 credits, Clearinghouse will send the Registrar’s Office a notice to review the file. Based on the information provided to MCC, the Registrar’s Office determines whether the student has met all requirements to be awarded a credential based on our current catalog. The intention is to increase MCC’s completion rate and work towards the Achieve60AZ initiative of ensuring 60% of Arizonans have a certificate or college degree by 2030.

To further expedite the initial review of reverse transfer transcripts, the Registrar’s Office consulted with their counterparts at Maricopa Community College to determine how their staff execute the internal processing of these requests. With their feedback and additional recommendations from the Registrar’s Office, the information was presented to the MCC Information Technology department for their assistance in creating a dashboard that would run a report accurately identifying and projecting a student’s credits need associated with a variety of programs offered at MCC.
MCC recently enrolled in the NSC StudentTracker Premium service. This service collects and cohesively reports data from the Integrated Postsecondary Education Data System (IPEDS) to create a framework for reporting retention and completion with demographic information to provide insight regarding transfer behaviors and credentials earned post attendance.

New to the service, the first test file ran in April with the support of Institutional Research which has been a departmental ally in all Enrollment Management needs. The initial results came through and reported data from 2015 and 2016 cohorts with indicators that retention and persistence are comparable to national averages for two-year institutions as well as comparisons for age, race, and ethnicity.

**Retention** defined in this report as continued enrollment (or degree completion) within the same higher education institution in the fall semesters of a student’s first and second year.

**Persistence** defined in this report as continued enrollment (or degree completion) at any higher education institution - including one different from the institution of initial enrollment - in the fall semesters of a student’s first and second year.
### Mohave Community College

<table>
<thead>
<tr>
<th>Beginning Enrollment Intensity</th>
<th>Fall 2013 Entering Cohort</th>
<th>Fall 2014 Entering Cohort</th>
<th>Fall 2015 Entering Cohort</th>
<th>Fall 2016 Entering Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Retained Count</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Retention Rate</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Persisted Count</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Persistence Rate</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Total Students</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Full-Time</td>
<td>Retained Count</td>
<td>--</td>
<td>--</td>
<td>216</td>
</tr>
<tr>
<td></td>
<td>Retention Rate</td>
<td>--</td>
<td>--</td>
<td>61.19%</td>
</tr>
<tr>
<td></td>
<td>Persisted Count</td>
<td>--</td>
<td>--</td>
<td>245</td>
</tr>
<tr>
<td></td>
<td>Persistence Rate</td>
<td>--</td>
<td>--</td>
<td>69.41%</td>
</tr>
<tr>
<td></td>
<td>Total Students</td>
<td>--</td>
<td>--</td>
<td>353</td>
</tr>
<tr>
<td>Part-Time</td>
<td>Retained Count</td>
<td>--</td>
<td>--</td>
<td>559</td>
</tr>
<tr>
<td></td>
<td>Retention Rate</td>
<td>--</td>
<td>--</td>
<td>45.19%</td>
</tr>
<tr>
<td></td>
<td>Persisted Count</td>
<td>--</td>
<td>--</td>
<td>745</td>
</tr>
<tr>
<td></td>
<td>Persistence Rate</td>
<td>--</td>
<td>--</td>
<td>60.23%</td>
</tr>
<tr>
<td></td>
<td>Total Students</td>
<td>--</td>
<td>--</td>
<td>1,237</td>
</tr>
</tbody>
</table>
In addition, the data for the 2015 and 2016 cohort shows that 90% of MCC students begin with the institution. Transfer students who start their college career elsewhere and enrolled in MCC for persistence arrive from Northern Arizona University, Rio Salado, University of Phoenix, and Grand Canyon University most frequently.

Office of the Registrar

The Office of the Registrar is committed to the educational mission of MCC. The office strives for excellence through the responsibility of ensuring the integrity, confidentiality, and security of all academic records as defined and protected under the Family Education Rights and Privacy Act (FERPA) and other federal, state and MCC regulations.

The scope of the office includes managing enrollment services, administering academic policies, and other academic functions such as grades, transcripts, verification, and graduation. It is dedicated to serving all constituencies in the utmost professional manner to ensure that all enrollment and records maintenance services are managed with a responsive and reliable approach. Accountability and service are the hallmarks of the office.

As the guardian of academic records, the department manages the following:

- Admission applications
- Citizenship and residency
- Transcript compilation and delivery
- Enrollment and degree verification
- Transcript evaluation and acceptance of transfer credits
- Reverse transfer
- Subpoenas and other record requests
- Implementation of the college’s academic standards to maintain the integrity of the curriculum
- Incoming grades and academic status, e.g., academic honors and probation and dismissals
- Degree audits leading to the conferral of certificates and degrees
- Preparation of diplomas
- Determination of Full-Time Equivalent Student Enrollment (FTSE)
- Compliance reporting, e.g., National Student Clearinghouse and Veteran benefit certifications
- Collection of data for the Integrated Postsecondary Education System (IPEDS)
- Federal and state audits
- Enrollment management data requests

Admissions, Enrollment, Course Transfer, and Transcripts

The Registrar tracks the volume of provided services. Data tracking allows the team to identify any specific patterns during a designated time to appropriately manage current and upcoming projects as well as address any areas that need further attention.

With the reacquisition of Admissions, the Registrar’s Office began to monitor the admissions process via time-on-task assigned to each Student Services Technician as well as run a processing report via Jenzabar EX, Student Information System. Typically, applications are processed within the business day received or the next business day; however, the occasional lag time can occur due to processing applications associated with dual enrollment admissions or during recognized holiday periods.

The Registrar’s team began tracking this information in June 2015 and providing it to appropriate staff members within Student Services as well as President’s Council. Unsurprisingly, the highest number of applications are received and processed in July and August for students to enroll in the fall. To date for 2019, the department has seen an unusual spike in submitted and processed applications during January and February.

Application submissions and processing continue to show similar trends with an 8% increase in applications submitted from 2018 as compared to 2017. Numbers indicate that the admission submissions have increased 30% for the fall term and 13% for the spring, which was a reported average of increases during January thru June, as compared to the same months last year. Internal processing of the increase in applications has continued to meet demand.

The Registrar’s Office continues to monitor and disseminate the enrollment and enrolled credits to contribute to college-wide initiatives and determine enrollment goals.
Withdrawals
A presentation from EAB, a third-party research agency, “Closing the Part-Time Student Success Gap,” reflected week 12 was when most stop out/withdrawals would occur at an institution that implemented shorter sessions to combat the issue. MCC’s enrollment trends replicate similar concerns, and the conversation on how to challenge success rates utilizing this data has continued with brainstorming sessions.

Withdrawal begins the second week of the academic semester or term, so data projected below is one week past the academic calendar semester weekly count.
Data indicates traffic for incoming student transcript evaluations is just ahead of where it was historically. This may be in part due to the reverse transfer projects and the recent unexpected closure of institutions within our service area.

2018 Outbound transcripts noted a significant increase in October and November, which may indicate a higher number of graduate applications in upcoming terms. Consideration of what prompts this may relate to the potential positive correlation of successful milestone advising outcomes; further collaboration is needed with Student Success and Retention to determine if there is any significant association.
The Registrar’s Office continues to see a decrease in paper transcript requests with an increase in electronic exchange formats. Approximately two years ago, the Registrar’s Office removed the transcript fee associated with electronic exchange formats to encourage students to request them via National Student Clearinghouse and ultimately decrease the paper transcript requests. Electronic exchange formats permit the Office to execute the transcript delivery in a highly secure manner with minimal cost to the student. Thus, students are only responsible for NSC fees associated with processing.

The Registrar’s team continues to see a decrease in requests for these services, which is in part due to the decline in enrollment. However, continued reductions in course transfers can be attributed to the focus on transcript reviews. When transcript reviews are requested, the Registrar’s team completes the review with the student’s declared program in mind and only accepts those courses which apply to the degree. This reduces the number of unessential credits counted towards a degree, which can have a negative effect on financial aid eligibility.

**Graduates**

Graduation applications are open three times a year for fall, spring, and summer program completers. The number of applications and graduates has remained relatively consistent in the last few years, and 2018 is on target to match the prior years. The graphical data for 2018-19 is incomplete as late spring and summer graduation application windows remain open through July. In addition, the number of conferred spring students are on hold until classes are over, and final grades are posted.
Full-Time Equivalent Student Enrollment (FTSE)

As a compliance component of the FTSE (Full-Time Equivalent Student Enrollment) audit, MCC faculty members are required to certify their class roster(s) for any course which meets over the 45th day of the semester. Faculty were instructed to check their rosters throughout the week leading up to FTSE day and report any changes. On the 45th day, faculty were directed to log in to a secure site that listed each of their assigned course roster(s). The class roster(s) reflected the following information:

- the students who have participated;
- any students that have formally withdrawn; and
- all appropriate course information.

Faculty were then able to press a “certify” button under each course to formally certify each roster.

The Auditor Senior of the Office of General Auditor conducted the 2017-18 full-time equivalent student enrollment (FTSE) audit. The full-time equivalent student enrollment report was prepared to present the basic actual and additional short-term and open entry/open exit full-time equivalent student enrollment for Mohave Community College per the criteria for
calculating student enrollment prescribed by Arizona Revised Statutes (A.R.S.) §§15-1466.01 and 15-1466.02.

The full-time equivalent student enrollment (FTSE) report is used to allocate state appropriations among the various Arizona county community college districts under Arizona Revised Statutes (A.R.S.) §15-1466. Additionally, the report is used to allocate revenues collected under A.R.S. §§42-5010(G) and 42-5155(D) to the districts and to the community colleges that are owned, operated or chartered by a qualifying Indian tribe per A.R.S. §42-5029. Further, the report is used to estimate future years’ FTSE under A.R.S. §15-1466.01.

The Senior Auditor reported no findings and MCC’s full-time equivalent student enrollment report for June 30, 2018, was certified at 2,296 Total FTSE (with a Weighted Total FTSE of 2,549). The dual-enrollment FTSE was included in the districts’ and tribal colleges’ total FTSE counts and represented the dual-enrollment FTSE reported by the districts and tribal colleges for the year ended June 30, 2017. Dual enrollment represents the FTSE of those students enrolled in the districts’ and tribal colleges’ sponsored courses that count toward both high school and college graduation requirements. These courses were taught at participating high schools, as provided for in A.R.S. §15-1821.01.

Veterans Services

During the 2018-19 academic year, Veterans Services identified 178 veterans in the fall and 156 veterans in the spring as attending MCC. Of those, 127 students in the fall and 128 students in the spring used their VA Educational Benefits to pay for their education. Veterans at MCC use benefits under Chapters 30, 31, 32, 33, 35, 1606, and Tuition Assistance, with 20 veterans and/or their dependents poised to graduate this year.

New federal regulation codes are monitored closely to determine the impact on veterans, veteran beneficiaries, and their educational benefits. Additionally, statistics must be maintained for the various education chapters, reference to the Statement of Assurance of Compliance, the 85/15 Enrollment Ratios, along with other important records such as DD214’s, military orders, and Joint Services Transcripts. This year, MCC was not required to submit to a routine audit.

The Arizona Veterans Program Association provides annual training for School Certifying Officials (SCO). This training allows the Veterans Service Coordinator or SCO the opportunity to network with statewide colleagues, clarify the certification process, calculate the enrollment hours, and how those hours transfer into full-, partial-, part-time categories with traditional and shorter enrollment terms (e.g., summer session).

Changes to the reporting have occurred that directly affected the time spent on verification and is a benefit to those students who attend on multiple campuses. A new update to the VA-Once (an enhanced electronic system alternative for submitting necessary VA Benefit forms) now requires the entry of zip codes for the campus attendance to more accurately reflect their benefit eligibility amounts.
A review shows that both the number of students utilizing veteran benefits, as well as the dollar amount, has remained consistent from fall to spring. With the implementation and utilization of all electronic forms, a new and engaging staff member in the role, and the strong departmental partnership approach to assuring quality control mechanisms are standard in support of the SCO, have all played a valuable role in stabilizing benefit numbers.

This year, the Veteran Services department collaborated with the Arizona nonprofit S.E.E.4Vets organization, which stands for Support, Education, and Employment for Veterans. Their mission is to accelerate the support of the men and women who have served our nation in uniform as productive members of the civilian community, including the pursuit of academic or certification goals, and greater opportunity to succeed and advance in the workplace. With their support provided in the form of a grant, MCC was able to place a Veteran Center on each of the southern campuses.

The goal was to ensure that there was a dedicated space that would allow veteran students the ability to work on assignments, attend study groups, hold Veterans Club meetings, and socialize with others sharing similar life experiences. Each center is located near the campus libraries with laptops and military-friendly accouterments. Additionally, the Lake Havasu City center received support from the local Student Activities Council, who voted to provide $5,000 to assist with the construction costs of a dedicated Veteran Center space.

The Neal Campus Kingman center was available for the start of the fall semester and held its grand opening on September 13, 2018. Bullhead City and Lake Havasu City had their centers open for the spring with both ribbon cuttings on February 22, 2019.
Veteran Services has a new collaborative project CORE (College Outreach and Resource Engagement) in the early stages of development that would bring outreach and data-informed engagement to our veteran students through a case management approach. Request for grant funds is underway with the AZ Department of Veterans Services. In addition, the Veteran Services Coordinator is seeking additional training and assistance to have MCC classified as a Veteran Supportive Campus.

**Principles of Excellence**

President Obama’s Executive Order 13607 established the [Principles of Excellence](#) on 4/27/12. Mohave Community College continues to execute and will renew its commitment to the Principles of Excellence program (POE) and the Yellow Ribbon Program (YRP). Through its commitment to the Principles of Excellence, MCC agrees to:

- provide students with a personalized form covering the total cost of an education program;
- provide educational plans for all military and veteran education beneficiaries;
- end fraudulent and aggressive recruiting techniques and misrepresentation;
- accommodate service members and reservists absent due to service requirements;
- designate a point of contact to provide academic and financial advice;
- ensure accreditation of all new programs prior to enrolling students; and
- align institution refund policies with those under Title IV, which governs the administration of federal student financial aid programs.

Committing to the Principles of Excellence allows MCC to participate in the [Yellow Ribbon Program](#) (YRP), a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. The program allows institutions of higher learning (IHL) to voluntarily enter an agreement with the VA to fund tuition expenses that exceed the highest in-state tuition rate as well as costs incurred for out-of-state tuition and fees. Eligible recipients are either:
1. Veterans and their spouses using transferred entitlement, eligible at the 100% benefit level (based on service requirements).

2. Transfer of education (ToE) children are eligible for Yellow Ribbon if the sponsor is eligible at the 100% benefit level, regardless of the sponsor’s active duty status.

To receive Yellow Ribbon funds, students must complete the Yellow Ribbon application. If approved, the application materials are submitted to Veterans Affairs. Funds are awarded on a first-come-first-served basis until exhausted. MCC offers a maximum of 20 awards per year. The award is a maximum of $500 semester, funded by both MCC and the VA. In 2017-18, MCC was able to award Yellow Ribbon funds to three veterans.

**Grades**

To maintain good standing with Veterans Affairs, the Veterans Services Coordinator promotes grade entry by the established deadlines reported on the approved academic calendar. Reporting of grades is critical and can be a key finding that compliance auditors notice. Not reporting punitive and non-punitive grades within 30 days negatively impacts the student, requiring them to return funds they received during the semester. This information reflects CFR code 21.4203(c); punitive grades will only be reported when the student violates any codes of conduct as outlined by the IHL or NCD.

**Parchment**

MCC already utilizes Parchment for transfer transcripts, and for the May 2019 graduates, a new version of credentialing will be available. Not only will Parchment take the manual work out of preparing, proofing, and mailing hundreds of diplomas a year, but it will also cut down the wait time for receiving the physical diploma by up to 75%. This is because Parchment brings the feature of having access to a secure online, shareable credential that will be in their grasp the same day as the complete graduate file is uploaded.

MCC students are diligent in their drive to succeed and move on to the next exciting chapter, and with this new digital credentialing service, the Registrar’s Office will expedite the honors and outcomes for future educational and career prospects, allowing them to manage their achievements from any device at any time.

**Commencement Planning**

In keeping with many new and exciting opportunities for our graduates, this year’s commencement ceremony occurred in the new Anderson Auto Fieldhouse in Bullhead City, AZ. MCC was the very first event in the new facility on May 10, 2019. With the support of Administration and MPIO, the Office of the Registrar worked to assure this transition occurred smoothly and successfully. The facility boasts 126,500 square foot multi-purpose sports facility, which was the outcome of a voter-approved project from the Colorado River Union High School District (CRUSHD), with seating for 4,500 viewers in a fully climate-controlled venue. Additionally, the Wi-Fi capability allowed for more significant streaming opportunity and reduced demand for external AV support.
In addition to commencement responsibilities, the Office supports all campus-wide events such as Pn and student recognition ceremonies to ensure requested data support campus deans and advisors’ decision-making.

**Financial Aid**

The Financial Aid Office supports students in their academic and career pursuits primarily through increasing their access to affordable education. The financial aid team accomplishes this through awarding scholarships, grants, and low-interest loans to decrease the cost of the education.

As part of Student Services, the financial aid team takes an active role in ensuring that members of the entire division have the information they need to support students. One of the main ways this is accomplished is by offering relevant training throughout the year on various topics.

Members of the Financial Aid team are active members of the MCC Community. They participate in various MCC events and serve on many cross-divisional committees. The team participates on the following cross-divisional teams:

- Policy & Procedure
- Campus Communications
- Crisis Management
- Finance, Facilities, & Audit
- Accreditation Writing
- Jenzabar User Group
- Staff Council

In addition to serving on committees, members of the financial aid team participate in a variety of events that serve the Mohave County community. Some of these events include:

- ConCom
- High School Registration Parties
- Mohave County Fair
- High School FAFSA Nights
- 7th Grade Campus Tours
- Reality Store
- CRUHSD
Team and Task Organization

The financial aid team continues to organize their work into both shared and individual responsibilities. Doing so allows the team to build redundancies in their knowledge base and best support the whole of Student Services. Additionally, the team has spent time over the past year to complete targeted cross-training, providing a back-up for each of the individual responsibilities. A sampling of how individual and shared responsibilities interact across the team is illustrated below.

<table>
<thead>
<tr>
<th>FA Specialist</th>
<th>FA Technician</th>
<th>FA Specialist</th>
<th>FA Technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to questions and tickets, participation in events, present at trainings</td>
<td>File review, awarding, loan request review</td>
<td>File review, awarding, loan request review</td>
<td>Systems set-up</td>
</tr>
<tr>
<td>File review, awarding, loan request review</td>
<td>• Default prevention efforts</td>
<td>• Disbursement processing</td>
<td>• Scholarship awarding</td>
</tr>
<tr>
<td>• Systems set-up</td>
<td>• Supervise student employees</td>
<td>• CWS Administration</td>
<td></td>
</tr>
</tbody>
</table>

For each individual responsibility, a back-up is assigned, ensuring that any task can be completed in an individual’s absence. Additional training is planned for the upcoming year to strengthen the back-up system as well as to develop the growth of the team further.

The financial aid team completed tasks using an intricate network of systems during the 2018-19 year. The College selects systems based on current needs. The 2018-19 year was a year of significant change in the systems used. It is usual for the financial aid team to use systems controlled by the college and accessed through servers, as well as systems controlled by third parties and accessed online.

To assist students with financing their education, the Financial Aid Office receives and reviews applications for aid, determines eligibility for various forms of assistance, processes financial aid from a variety of sources, provides financial literacy resources, connects borrowers with loan repayment resources, and supports staff in delivering a high-quality service and experience to current, future and former students. To accomplish this, the financial aid team engages in the following activities:

- assisting students with complicated and escalated issues on their application and eligibility for aid from federal, state, and institutional sources;
- partnering with colleagues in Student Services to provide high-quality service to students and other community members;
- providing timely, accurate, and relevant information to students and community members;
- maintaining compliance with federal and state regulations, as well as with MOUs entered into by the College;
- adhering to College policies and procedures and serve on cross-divisional committees;
- participating in and delivering on-going training, both at the College as well as through professional and business organizations; and
- consistently reviewing internal processes and procedures to make the appropriate adjustments to serve students better.
Recertification for Participation in Title IV Programs

Financial Aid recently completed the Recertification process with the U.S. Department of Education (DOE). This process allows MCC to continue participating in the federal student aid programs like the Pell Grant. Financial Aid maintains and updates eligibility documents as needed with DOE throughout the year.

MCC’s Program Participation Agreement (PPA) expired in March 2019. The deadline to reapply was December 31, 2018. Financial Aid applied on December 18, 2018. MCC received their approval to continue participation on April 2, 2019. Many schools across the country were noting much lengthier response times from DOE. The published turnaround time is 90 days. MCC’s turnaround time of approximately 90 days was, in large part, due to the collective nature of the process.

In the review process for Recertification, DOE Compliance Managers review MCC’s submitted documentation and website to evaluate compliance with many regulations. The Director of Financial Aid spoke with DOE reviewers at two national conferences to help prepare for a smooth review process. The reviewers recommended a review of our policies and various consumer information disclosures for compliance. With the help of numerous staff, faculty and program directors across the college, a few adjustments were made to the website before the Recertification application was submitted. The DOE requested only minimal additional documentation and approval was provided quickly because of the help received from across the College.

Disbursements

As of April 2019, the Financial Aid Office has disbursed $9,855,996 in various types of aid for the 2018-19 year. This figure will continue to increase through the end of the summer term.

<table>
<thead>
<tr>
<th>Fund</th>
<th>Disbursed</th>
<th># Students</th>
<th>Average Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Pell Grant</td>
<td>$5,786,291</td>
<td>1,899</td>
<td>$3,047</td>
</tr>
<tr>
<td>Federal SEOG (Grant)</td>
<td>$210,191</td>
<td>502</td>
<td>$419</td>
</tr>
<tr>
<td>LEAP Grant</td>
<td>$32,083</td>
<td>76</td>
<td>$422</td>
</tr>
<tr>
<td>Federal Work-Study</td>
<td>$88,696</td>
<td>34</td>
<td>$2,609</td>
</tr>
<tr>
<td>Federal Direct Subsidized Loan</td>
<td>$1,528,173</td>
<td>457</td>
<td>$3,344</td>
</tr>
<tr>
<td>Federal Direct Unsubsidized Loan</td>
<td>$1,435,234</td>
<td>375</td>
<td>$3,827</td>
</tr>
<tr>
<td>BoG Scholarships</td>
<td>$355,669</td>
<td>346</td>
<td>$1,028</td>
</tr>
<tr>
<td>Foundation Scholarships</td>
<td>$419,659</td>
<td>296</td>
<td>$1,418</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$9,855,996</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overall, a general trend of decreased spending is observed year over year. Board of Governor’s funds are a notable exception. As of April 2019, Board of Governor’s fund spending increased by $38,839 as compared to year-end expenditures in 2017-18. This increase is the result, primarily, of altering the grade point average (GPA) requirement for Future Fund Eligibility. The GPA requirement was changed from 2.5 to 2.0 with the goal of spending additional funds to both lower the cost of education and increase access to education for more students.

Processing
Before disbursing aid, the financial aid team must first receive and process aid applications. MCC receives thousands of FAFSA’s every year for students who do not attend. This is a regular occurrence as students, nationwide, send their FAFSA’s to multiple schools before making enrollment decisions.

Just as the team receives FAFSA’s for students who do not attend, they also complete multiple reviews of applications of students who do attend. The team reviews a FAFSA when a student first submits it, then examines it again each time a student submits a document or requests a new review for an appeal.

Moving into 2019-20, the financial aid team is exploring process tweaks that will allow them to review most FAFSA’s twice; once when they are received, and once when all documentation is received from the student. The financial aid team continues to track the number of file reviews and the time spent on these reviews. This tracking allows the team to plan for high volume processing times and understand how their work is impacted by time-saving measures introduced into their daily work.

File reviews for 2018-19 began with the week ending December, 15, 2018 and will continue through the end of the summer term. For large portions of any aid cycle, the financial aid team completes file reviews for two academic years during any given week. Work for the current year is always the priority, even as volume builds for the upcoming year.
Timed reviews continue throughout the cycle, provided there are enough reviews to complete each week – with a regular processing time of approximately five minutes per review. The team expects review times for 2019-20 to average closer to six minutes per review based on both the adjustment to using OnBase and some changes the team has made to the review process. The expected increase in time per review is a driving force behind the goal of completing fewer reviews per file. For 2018-19, the team averages 2.26 reviews for each student record in the financial aid system, regardless of whether the student attends.

As part of their file reviews, the team completes verification for selected applications. Verification is a quality control process in which the FAFSA processor selects applications for Verification based on their predetermined algorithms. These algorithms are sometimes adjusted during the year to ensure that, nationwide, at least 33% of all applicants are verified. Since 2014-15, approximately 42% of all FAFSA’s received at MCC were selected for Verification. As of April 2018, roughly 38% of all FAFSA’s received for 2018-19 were selected for Verification. Of those selected, approximately 46% have verification completed. Performing verification involves checking the information presented on the FAFSA against other submitted documentation for accuracy and consistency. After the team reviews the applications, awards can be made and funds disbursed.

The percentage of FAFSA’s selected for verification increased through the 2017-18 year. This same percentage is expected to be less in the 2018-19 year based on changes to the algorithms used by the Department of Education (DOE) to select applications for verification. While the details of the algorithms are considered proprietary, as schools reported large increases in the selection rate, the DOE responded to the feedback by amending their selection formula.

As shown, a relatively small percentage of all FAFSA’s received are selected for verification. Of those selected, not all are verified. This may be due to students not enrolling, or not submitting the documents necessary to perform Verification. Students whose applications are selected for Verification generally cannot receive a disbursement until Verification is complete.
Counts of student records show similar trends to verifications. Not all student records, or FAFSA’s, are packaged with a financial aid award. Of those awarded, not all will receive an award primarily due to students not enrolling or not submitting the required documentation. It is not unusual for students to submit a FAFSA and then not attend.

Default Management
The Office of Federal Student Aid released the 2016 draft Cohort Default Rate (CDR) on February 25, 2019. The draft rate for the 2016 Cohort is 14.7%, the lowest in MCC’s history with the three-year measurement! Before this release, the projected rate provided by ECMC was 15.18%. Based on the tracking and past experience, the financial aid team predicted a draft rate closer to 16%. In reviewing the cohort, the financial aid team identified one challenge to enter. As of April 2019, the challenge was approved. Assuming there no changes to the cohort made by the loan servicers, MCC can expect a 2016 Cohort Default Rate of 14.5%.
One of the major tenants of MCC’s default prevention plan was to decrease the number of borrowers by slowing the process and putting more steps in place. The steps a potential borrower must take to get a loan are meant to provide points of reflection on whether the loan is needed and affordable long-term. The Loan Request Form used by students requires that they review their own borrowing history and use a repayment calculator to estimate their future monthly payment.

The plan for reducing the number of borrowers is working. As the number of borrowers decreases, so has the number of defaulted borrowers. The difficulty that this creates for the financial aid team is that with fewer borrowers in the cohort, each default has a higher weight in the calculation of the default rate. With shrinking cohorts and education about repayment options, early intervention for delinquent borrowers becomes increasingly essential.

Analysis of 2016 Cohort

The financial aid team completed the analysis of the 2016 Cohort in January, before the release of the draft rate. At that time, a total of 94 defaulted borrowers were projected. The information provided here relies on that analysis.

Overall observations indicate the following characteristics among defaulted borrowers:

- Do not complete their academic programs
- Do not complete Exit Counseling
Unofficial withdrawals are relatively common

Generally, meet the academic requirements to graduate (2.0 GPA or higher)

Generally, meet Satisfactory Academic Progress requirements, as defined in MCC’s policy

Support of dependents may correlate with default, except for non-married men

Based on these observations, it can be assumed that effective retention and completion efforts would help to decrease the default rate further. Similarly, increasing the instances of Exit Counseling completion would contribute to a lower default rate.

**Continued Default Prevention Efforts**

Recognizing the effectiveness of efforts already in place, MCC and ECMC continue to focus on avoiding default. There is still a reliance on getting borrowers connected with ECMC and exploring forbearance options. For some efforts, small tweaks were introduced. For example, one member of the financial aid team has been responsible for reaching out to students about their delinquent loans. The financial aid technician will increase the amount of time devoted to these efforts each week. The decision to restructure the staff member’s time was made after reviewing the cohort size data and headcounts of borrowers each year. Cohorts will continue to shrink, so must the headcounts of defaulted borrowers if MCC is to maintain the trend of lowering the default rate.

The financial aid team continues to send tube mailers to late-stage delinquent borrowers every two to three months. Late-stage delinquency is defined as 150 days or more delinquent. The April 2018 mailing was sent to borrowers who were 270 days or more delinquent. These borrowers did not respond to the mailing in January. Many borrowers’ statuses have yet to be updated for the November 2018 and January 2019 mailings. Through the mailing of September 2018, the tube mailers average a cure rate of 32.47%. When mailed, the tubes are sent with a letter introducing ECMC Solutions, a loan repayment chart, and an MCC pen.

**New Default Prevention Efforts**

On April 25, 2019, the Financial Aid Office offered its first in-person Exit Counseling drop-in sessions on the three southern campuses. An open online session is planned for the North Mohave campus on May 3rd. During the drop-in sessions, students can complete their online Exit Counseling with a financial aid team member.

The financial aid team knew that defaulted borrowers were not completing Exit Counseling. When combined with data from loan servicers, the idea surfaced that some borrowers may default because they do not know about their repayment options. The March monthly reports from MOHELA and FedLoans, two federal loan servicers, show that 49.35% of borrowers are on the default repayment plan. If it is true that borrowers do not know their options, there is an educational opportunity.

<table>
<thead>
<tr>
<th>Servicer</th>
<th>Total Borrowers Tracked</th>
<th>Number on Standard Repayment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOHELA</td>
<td>70</td>
<td>36</td>
<td>51%</td>
</tr>
<tr>
<td>FedLoan Servicing</td>
<td>550</td>
<td>270</td>
<td>49%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>620</strong></td>
<td><strong>306</strong></td>
<td><strong>49.35%</strong></td>
</tr>
</tbody>
</table>

The turn-out for Exit Counseling was smaller than anticipated. Five borrowers completed the counseling at the Kingman and Bullhead City campuses. The Lake Havasu City campus experienced an
internet outage during the event. The financial aid team plans to run these events at the end of fall and spring during the 2019-20 year to ingrain the requirement for counseling into the culture of the school.

The financial aid team worked closely with ECMC Solutions to send Debt Summary Letters to borrowers. The new contract with ECMC allows for three mass emails per year. ECMC sent the first batch of letters to borrowers in November 2018, which consisted of 371 emails. The second batch was emailed in April 2019 to 28 borrowers. Each batch is sent to new borrowers for the year, or existing borrowers who have taken new loans. The final batch for the year is scheduled during summer.

Debt summary letters are personalized to the recipient and include the most recent debt amount for a borrower, their anticipated monthly payment amount, and their expected total repayment amount. Borrowers can use this information when making future borrowing decisions.

Total dollars disbursed through the federal loan programs are decreasing year over year, yet the average yearly loan amount for both the subsidized and unsubsidized loan programs are increasing.

**Average Borrowing**

CollegeScorecard data released in October 2018 shows MCC’s median debt at graduation as $12,750, with a monthly payment of approximately $136. This same dataset shows that the median salary for federal aid recipients after attending MCC is $27,500. If assumed to be representative, this data, coupled with the data about repayment plan choice and lack of Exit Counseling completion, further supports the idea that borrowers may not know their repayment options. At this income level, borrowers would be unlikely to be able to support themselves and a student loan payment.

![Average Yearly Borrowing](chart.png)

*2018-19 data as of 4/25/19

Average borrowing for both the subsidized and unsubsidized programs has increased. Recognizing that part of MCC’s successful Default Management Plan was to decrease individual borrowing, the financial aid team continues to seek ways to control borrowing. As part of this effort, the financial aid team added additional repayment resources to the Federal Student Loans webpage. The introduction of the debt summary letters is meant to help students understand their loan payment to ensure that they do not borrow more than they can afford.
Repayment Rates
While no changes have been made, there is still talk at the federal level about moving toward a metric that measures the percentage of students paying down their loan balance. The financial aid team tracks these measures using the CollegeScorecard Data. The dataset can be downloaded from https://collegescorecard.ed.gov/data/.

<table>
<thead>
<tr>
<th></th>
<th>1 Year</th>
<th>3 Year</th>
<th>5 Year</th>
<th>7 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2018</td>
<td>30.63%</td>
<td>34.78%</td>
<td>30.61%</td>
<td>36.19%</td>
</tr>
<tr>
<td>October 2018</td>
<td>31.21%</td>
<td>36.57%</td>
<td>33.15%</td>
<td>33.26%</td>
</tr>
</tbody>
</table>

Emergency Grants
MCC offers Emergency Grants to students with short-term needs that, without help, would cause them to drop out of college. Emergency Grants are provided to help students cover documented expenses related to illness, homelessness, food needs, and other emergencies. To be eligible students must be admitted, in good academic standing, have a record of good conduct, and have a ‘current’ status with their tuition bill. A committee reviews applications.

As of April 2019, MCC disbursed a total of $3,426 through the Emergency Grant program for 2018-19. In comparison to 2017-18, a larger number of requests were declined this year. The committee does not typically deny requests. Instead, the committee will often find another means of helping the student with their situation. For example, the financial aid team may award other federal or institutional funds, or the Business Office may allocate Retention and Completion Initiative (RCI) funds. However, the most common reason the committee does not approve a request is lack of documentation.

College Work-Study
For the 2018-19 year, the Financial Aid Office had $116,956 available to spend, of this amount $87,717 is the federal share. As of April 2019, $88,696 was disbursed through the work-study program, of this amount $66,522 was the federal share. The financial aid team projects that a large portion of the remaining federal share will remain unspent. When this happens, MCC is required to return it to the federal government. Doing so will likely decrease MCC’s federal allocation for work-study in 2020-21 by an amount equal to the returned amount.

To avoid returning funds, the financial aid team promoted the creation of new jobs across the campuses. Additional jobs were created, although some remained unfilled. As April 2019, there are nine open job listings across the southern campuses. The financial aid team plans to return to a system of sending individual emails to potentially eligible students throughout the semester advertising available jobs. They are also exploring the possibility of creating off-campus positions.

The financial aid team continued the use of performance assessments in the Work-study program. The performance assessments were adapted from ACT’s Workkeys.

<table>
<thead>
<tr>
<th>Identified Skills for Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace Observation</td>
</tr>
<tr>
<td>Teamwork</td>
</tr>
<tr>
<td>Listening for Understanding</td>
</tr>
<tr>
<td>Business Writing</td>
</tr>
<tr>
<td>Observation</td>
</tr>
<tr>
<td>Locating Information</td>
</tr>
<tr>
<td>Reading for Information</td>
</tr>
<tr>
<td>Applied Mathematics</td>
</tr>
</tbody>
</table>
Assessments are completed at the start and end of each semester by both the supervisor and the student. In general, a modest improvement in performance has been observed across the three assessment points for 2018-19. The final assessment for the year will occur in late April/early May. Unlike in 2017-18, supervisors are rating student performance slightly higher than self-evaluating students. Additionally, there was no apparent improvement in skill development over the academic year as there was last year. Many of the student employees are new employees in the 2018-19 year, as were several of the supervisors. Their relative lack of familiarity with the work study program may account for some of the unexpected results.

Financial Literacy
Boomer’s Buggy, a traveling financial literacy game, was a great success in 2018 for Financial Literacy Month (April), that the financial aid team has continued running during events and in classrooms. The team visited 17 classes during Financial Literacy Month in 2019.

MCC continued its partnership with iGrad to provide financial literacy content. Launched in October 2016, this partnership resulted in a total of 1132 people using the platform. Of those, 909 are students. Spikes in registration activity for iGrad tend to occur at the start and near the end of the semester.

Training
The financial aid team participates in and provides multiple trainings throughout the year. The team watches webinars throughout the year provided by national organizations, loan servicers, as well as other associations providing professional development opportunities. Topics range from loan repayment options to how to handle stressful work situations.

Training offered by the financial aid team over the past year included Loan Repayment, FA 101, Financial Aid for New Staff, Life without Regent, 2019-20 Ch-Ch-Changes, and Summer 2019. Many of the training sessions focused on upcoming changes for the 2019-20 year and the elimination of Regent. These trainings helped Student Services staff understand the impact on their work and how they may see different items in Tools when assisting a student.

In addition to providing content directly related to their tasks, the financial aid team participated in organizing Student Services Training and Teambuilding events. These events include content that is directly related to the work of Student Services at MCC, but also more general professional development content. Some of the more general content involved inviting speakers from outside of Student Services to talk about resume writing and the history of education in America.

The financial aid team is developing a structured training schedule for implementation in the summer of 2019. The team realized that most trainings offered in 2018-19 were customized to a specific need or audience and that foundational trainings and refreshers had been neglected.

A-133 Audit
The financial aid team experienced a successful audit process in 2018. There were no findings and minimal questions from the audit team this year.

Student Success and Retention
The Office of Student Success and Retention is comprised of the advising and testing department as well as the Student Success Center. The two departments collaborate under one supervisor to ensure a
holistic, team approach to assisting students - from testing and course placement to academic assistance (tutoring, etc.) and advising. Efforts are interrelated to optimize services to students, ensuring they are on track to completion via support, guidance, a host of resources, and reliable information.

**Student Success Center Overview**

MCC has designated Student Success Centers (SSC) on its three southern campuses and remote support services for North Mohave Campus students. The SSC is a one-stop-shop for academic support services on campus to empower students and help them gain the confidence and resources to be successful in a friendly, no judgment zone.

All of the services are free to MCC students. The SSC is designed for students at every stage of their academic journey providing services from tutoring, academic support, study skills to making connections with other departments.

The SSC has taken its motto of helping students *Turn Hassles into Tassels* a step further moving out of the traditional tutoring center and into a real Student Success Center. The SSC remains proactive and flexible in responding to student needs. The department has expanded its tutoring services by providing tutors for English and math along with subjects such as science, computer science, and accounting. Tutors connected with their discipline faculty to get an understanding of the instructor’s expectations and be prepared to assist students.

**Student Support Connections**

SSC launched Student Support Connections virtual tutoring this year allowing students to receive academic assistance and guidance online, regardless of location, although it was created explicitly with the student who can’t come to campus in mind. It is a place where students can easily connect with services such as tutoring and virtual advising. Through Student Support Connections, students can:

- check the online schedule for up-to-date availability for walk-in tutoring
- join a live virtual tutoring session
- schedule an appointment for a tutoring session in-person or via a virtual connection
- connect with an advisor,
- talk to a Student Success Center tutor
- schedule a testing session

Student Support Connections expanded with library staff creating a portal for students to access help for conducting research. Preliminary results show that virtual tutoring is off to a slow start; however, the completed sessions prompted positive feedback and repeat students.

**Spring Final Paper Frenzy**

The library on the Lake Havasu City Campus sponsored “Spring Final Paper Frenzy” in the Student Success Center. Tutors, Library staff, and English Faculty were on hand for about two weeks assisting students with their final papers.

**Big 9 Real-Time Intervention**

The “Big 9” are nine courses that where data indicates that if a student receives a C or below the chances are high that he/she will not return to MCC the next semester. Real-time intervention involves allows the SSC staff to contact students who are below 80% during any week, encouraging them to
come into the center and work with a tutor. Students experiencing life issues are provided with community resource connections to help resolve life issues. This year, numerous life, financial, and academic alerts were issues through the SSC for students to receive assistance. Emergency grants were made available when the students qualified.

In addition to welcome calls, SSC visits classes throughout the year, introducing students to resources and services offered by the SSC. The Big 9 had an average of three visits this semester. Coordinators took this opportunity to share upcoming events and registration opportunities as well.

**Transitional Math (TRM) Project**

The transitional math (TRM) project is currently wrapping up year two of three with the goal to increase student success rate over three years to an average of >80%. In 2017, MCC modified the entire approach to remedial math classes. Dedicated classrooms in the libraries on each southern campus were upgraded with the latest technologies to support new instructional approaches.

EdReady for Math (software solution for math remediation) was integrated into the classes. The SSC monitored student progress daily with staff following-up weekly with students falling behind, offering tutoring and other interventions to get them back on track.

Some of the activities conducted by the SSC to support this project were:

- Student Success Plans for each student implemented in August 2018 to help students understand the expectations and need to be successful in the class. This information assisted the SSC with updated contact information and most effective method of reaching students.
- Coordinators worked closely with TRM faculty on outreach efforts for at-risk students.
- Tutors assisted students during open lab hours.
- Referred students to academic advisors for life issues impeding student success

Student success rates are represented graphically below. Data from 2016/17 shows success rates for students that received traditional instruction without the use of EdReady for math software. The years 2017/18 and 2018/19 data indicates student success rates for students that received instruction in the new format with EdReady for Math used as the classroom software. Note: Summer semester 2019 data is not included in this data.

Comparison of student success rates without EdReady and (16/17) and the average success rates with EdReady (17/18 and 18/19) are represented in the table below.

<table>
<thead>
<tr>
<th>Student Success Rates</th>
<th>Student Success Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TRM090</strong></td>
<td><strong>TRM091</strong></td>
</tr>
<tr>
<td>16/17</td>
<td>16/17</td>
</tr>
<tr>
<td>72%</td>
<td>54%</td>
</tr>
<tr>
<td>89%</td>
<td>85%</td>
</tr>
<tr>
<td>78%</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>Fall</td>
<td>Fall</td>
</tr>
<tr>
<td>63%</td>
<td>50%</td>
</tr>
<tr>
<td>82%</td>
<td>73%</td>
</tr>
<tr>
<td>79%</td>
<td>62%</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>Average</td>
<td>Average</td>
</tr>
<tr>
<td>88%</td>
<td>61%</td>
</tr>
<tr>
<td>79%</td>
<td>64%</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>Average</strong></td>
</tr>
<tr>
<td>74%</td>
<td>55%</td>
</tr>
<tr>
<td>83%</td>
<td>74%</td>
</tr>
<tr>
<td>78%</td>
<td>64%</td>
</tr>
<tr>
<td>74%</td>
<td>55%</td>
</tr>
<tr>
<td>w/out EdReady</td>
<td>w/out EdReady</td>
</tr>
<tr>
<td>81%</td>
<td>69%</td>
</tr>
<tr>
<td>w/EdReady (2 yrs)</td>
<td>w/EdReady (2 yrs)</td>
</tr>
</tbody>
</table>
Student success rates demonstrated a marked improvement for classes taught using EdReady for Math and the refreshed instructional model. TRM090 Pre-Algebra success rates increased by seven percentage points. TRM091 Beginning Algebra success rates increase 14 percentage points.

**Student Success Center Traffic**

Tutoring services continues to be the primary service utilized by the students. Each of the southern campuses has centers with tutors scheduled daily for walk-in and pre-scheduled appointments.

**Student Success Center Traffic by Campus**

Students tend to frequent the Student Success Centers mostly for assistance in math; however, demand is growing in other subjects as well. Note: The list below is not comprehensive, leaving out the subjects that had less than 30 “visits.”

<table>
<thead>
<tr>
<th>Subject</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Algebra - MAT 121</td>
<td>447</td>
</tr>
<tr>
<td>College Algebra - MAT 151</td>
<td>304</td>
</tr>
<tr>
<td>College Mathematics - MAT 142</td>
<td>177</td>
</tr>
<tr>
<td>Unspecified</td>
<td>164</td>
</tr>
<tr>
<td>English Composition I - ENG 101</td>
<td>145</td>
</tr>
<tr>
<td>Math Literacy for College Students</td>
<td>130</td>
</tr>
<tr>
<td>Prealgebra</td>
<td>130</td>
</tr>
<tr>
<td>English Composition II</td>
<td>99</td>
</tr>
<tr>
<td>Analytic Geometry &amp; Calculus I</td>
<td>88</td>
</tr>
<tr>
<td>Fundamental Chemistry with Lab</td>
<td>86</td>
</tr>
<tr>
<td>Beginning Algebra</td>
<td>81</td>
</tr>
<tr>
<td>Calculus with Analytic Geometry II</td>
<td>81</td>
</tr>
<tr>
<td>GED Preparation</td>
<td>67</td>
</tr>
<tr>
<td>Gen Organic Chemistry I with Lab</td>
<td>52</td>
</tr>
<tr>
<td>Gen Organic Chemistry II with Lab</td>
<td>52</td>
</tr>
<tr>
<td>Race and Ethnic Relations</td>
<td>49</td>
</tr>
<tr>
<td>Survive and Thrive in College</td>
<td>48</td>
</tr>
<tr>
<td>General Biology ( Majors) I with Lab</td>
<td>40</td>
</tr>
<tr>
<td>Subject</td>
<td>Visits</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Intro to Computer Info Systems</td>
<td>38</td>
</tr>
<tr>
<td>Introduction To Programming</td>
<td>38</td>
</tr>
<tr>
<td>Environ. Geol./Nat. Disaster w/Lab</td>
<td>36</td>
</tr>
<tr>
<td>Plane Trigonometry</td>
<td>32</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>31</td>
</tr>
<tr>
<td>Intro To Administration Of Justice</td>
<td>30</td>
</tr>
</tbody>
</table>

SmarThinking™

SmarThinking™ is an online tutoring service available to students 24/7. SmarThinking™ provides students with access to tutoring services round the clock, allowing flexibility in meeting students’ needs even when the SSC is closed. Math and English continue to be the most frequently utilized services.

- 481 total students July 2018 – April 2019
- 924 tutoring sessions held
- 551.69 hours of tutoring provided
Early Alerts - Tutoring Referrals:
SSC Coordinators on each campus receive referrals from faculty and staff regarding a student’s tutoring need. From August 2018, 142 referrals for 91 students were submitted. Each tutoring referral received outreach calls and emails to help connect students to the resources they need to be successful. Of the students referred to the SSC for tutoring, 12% utilized those services.

Student’s utilization of the centers continues to grow. The SSC continues to provide services and explores ways to increase learning support opportunities for students. A summary of student usage is below.

- 749 Students utilized 4,662 tutoring hours along with other services in the Student Success Centers.
- 466 students utilized tutoring services provided through the Student Success Centers on the three southern campuses resulting in 2,589 sessions.
- 221 students utilized services provided through SmarThinking™, participating in 876 tutoring sessions. The writing lab continues to be the most used subject.

The Student Success Centers provide students with a place to gather, to study, to learn, and grow. The SSC staff will continue to work with students on academic issues, but also to increase student awareness of academic and life-long learning opportunities.

Advising and Testing
Academic advising and testing services are vital to student success at MCC. Academic advisors are trained to assist students in selecting a program of study, discussing college transfer, career, and course options, providing financial aid and other payment-related information, helping students find resources for personal issues as well as actively providing encouragement and additional support for students. Advisors work with the Veteran population and students requesting Disability Services. Presently, the advising department has chosen to follow the intrusive/proactive advising model, which involves advisors reaching out to students at critical points in their academic careers to ensure adequate progress towards timely completion of their educational goals.
Expanding Advising Capabilities

In July 2018, the testing coordinator and advising positions were integrated into one academic advisor position, allowing for in-depth understanding when assisting the student as well as more flexibility of resources depending on student and department need. This allowed each southern campus to have three advisors who were also versed in testing instead of one testing coordinator and two advisors. As the two job descriptions were uniquely different, the onboarding of advisors to become test proctors and vice versa took approximately nine months for fluid integration.

With that said, however, there are still challenges that the department is working through including that an advisor is still needed to provide testing to students daily, making two advisors available to advise students academically. The real benefit will come in busy months (July, August, and January) where all three advisors can be academically advising while the budget allows for temporary proctors in the testing center.

Further, an advisor was designated for remote communication and advising only, handling all phone, email, and online traffic, allowing all other advisors to focus on foot traffic first before going online to assist. North Mohave expanded an instructional position to include advising; continuing to provide them with someone on the ground to perform advising for students located at their campus.

Successful Start Advising

Successful Start Advising is a comprehensive advising session aimed at guiding students currently enrolled in their first semester at MCC. Students are scheduled to meet with an advisor approximately one month after the semester start.

Successful Start Advising sessions focus upon things such as:

- degree choice
- educational/career goals
- work/life/school balance
- support resources and services
- opportunities to participate in student club activities
- financial aid
- college policies (class withdrawal, academic probation, dismissal, etc.)
- transfer opportunities upon completion of their MCC degree or the completion of an academic plan

As of April 30, 2019, 120 students had completed a Successful Start session for the 2018-19 academic year. Sessions were suspended during the fall semester due to a reporting glitch in the Jenzabar system. Once the problem was corrected, sessions were reinstated at an accelerated pace.

Milestone Advising

Milestone advising is an advising session for students who are 50% or more complete with their declared degree or certificate credits. These sessions provide students with the opportunity to:

- review their academic progress to date
- ensure they are on the path to completion of their certificate or degree
- consider university transfer options
- create a class schedule for their remaining classes
- conduct a financial aid review
- explore future career opportunities
- continue developing career readiness skills through Arizona Career Readiness Credential (ACRC) [https://acrc.az.gov/about](https://acrc.az.gov/about)

Milestone advising sessions provide students with the opportunity to work out all the steps necessary to complete their program of study and plan for their future. There were 302 milestone advising sessions held through April 2019.

**Training and Professional Development**

The advising department has enhanced its internal training and development with a renewed focus on soft skills. Soft skills topics include:

- emotional IQ
- dealing with difficult people
- customer service
- communication styles

Professional development opportunities were also provided advisors through membership and conference attendance at the AZTransfer Conference held in April 2019 and the AZACTA Conference (Arizona Association of College Testing Administrators) planned for June 2019.

Advisors are provided refresh training in interdepartmental processes such as:

- financial aid
- veteran’s affairs
- disability services

**Student Support in the Classroom**

Two advisors currently teach STU 103 – Survive and Thrive in College course each semester. As a course that introduces students to MCC, college life, study skills, financial aid, advisors are well prepared to teach this course. Advisors visit STU 103 classrooms to increase familiarity and awareness of advising and student success services available to students throughout their time with MCC.

**Advising Traffic and Modalities of Service**

Traditional walk-in advising sessions continue to be the preferred service modality for MCC students comprising 70% (6,676) of the total sessions provided through April of this year. 9,526 advising sessions occurred between July and April 2019.

Remote access (e-mail, phone, and virtual online) sessions comprised 30% (1,425) of the advising session from July 2018 through April 2019.

Virtual advising was introduced this year, providing remote access via Zoom technology to an advising session. Students connected with an advisor remotely and could see the advisor throughout the session. Advisors may opt to share their computer screen with a student to provide them with visual, step-by-step instructions for:

- Filling out a form such as a degree declaration
- Reviewing an advising worksheet
• Locating information on the MCC website

There are many opportunities to remotely provide students with a visual representation of valuable information that supports the advising session.

Students can access the virtual advising scheduler 24/7 via the learning management system, Schoology. Students are provided with video instructions on how to schedule an advising session with a simple click of the image on the screen.

Students click on the ‘Connect with Advisor’ and are redirected to the scheduling software. Once the student selects the appointment, a confirmation email is sent to the student’s MCC email address. Appointments are shown on the advising calendar but also show on the daily advising queue, making it easy for advisors and the director to manage the daily remote access traffic.

Early Alert System

Success interventions are provided for students who demonstrate they are ‘at risk’ for completing the class(es) they are enrolled in during a semester through an Early Alert System. Staff and faculty create early alert tickets for:

• Tutoring Referrals
• Academic Alerts
• Life Alerts
• Financial Alerts

Advisors reach out to students who are identified in a life or financial alert. Advisors provide students with contact information for community resources in the case of a life alert (i.e., food banks, legal aid). Students are encouraged to submit an Emergency Grant request for financial alerts and work with financial aid to provide students with additional community resources to address their financial situation.

Academic alerts route to instructional associate deans, while tutoring referral alerts route to the Student Success Centers.

Student Support Program

MCC continued the partnership with Deer Oaks Behavioral Health to facilitate a student support program, which provides a holistic approach to student concerns and issues via 24-hour access to services that include telephonic and online counseling. This program provides advisors, faculty, and staff a valuable resource to assist identified students through numerous means as potentially being able to benefit from this program.

Further, 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. MCC has had a handful of students take advantage of the counseling services and believes usage will grow as students become more aware of the program and its offerings.

The utilization by students this year was a little over 2 percent, lower than national standards – however, this service has proven to be an extremely valuable resource in helping staff and faculty feel equipped in assisting students.
Testing Services
Testing centers on each of the four ground campuses provided testing services to MCC students and members of the surrounding communities. The centers administered and proctored AccuPlacer placement exams, College Level Examination Program (CLEP) tests, Test of Essential Academic Skills (TEAS) and Health Education Systems, Inc. (HESI) exam for allied health programs, on ground tests for online and plural courses when needed, make-up tests for college faculty and various other assessments for career and technical programs and certifications. The centers also facilitated/proctored testing for students who attend other schools.

Testing Traffic Data
Between July 2018 and April 2019, 5,311 students sat for an exam. The centers administered and proctored AccuPlacer, College Level Examination Program (CLEP) tests, Test of Essential Academic Skills (TEAS), and Health Education Systems, Inc. (HESI) exams for allied health programs. Other testing services included proctoring online math class mid-term and final exams. As with advising, the staff sees a peak in the testing numbers in August during peak registration for the fall semester. Testing centers do see steady testing traffic throughout the spring semester due to ongoing testing at the local area high schools for Dual Enrollment classes.

The Advising and Testing Services department worked diligently this year to condense their areas of responsibility and shared duties to provide quality of service to students. The dedicated staff set ambitious departmental goals to assist in the accomplishment of a broader collection of services. Going forward, the team will continue to focus on serving students efficiently and effectively, while incorporating new ideas such as case management, centralization of services in areas of communication (through Schoology) as well as look for opportunities to improve the processes and thus, the service to students.

Student Life and Leadership
Student Life and Leadership continues to fall under the Office of Student Services; however, the campus deans serve as Student Activities Council (SAC) advisors on each campus and have oversight for all club activities on their campuses. Student Services continues to provide, maintain, and update Student Life Policies & Procedures, contained within the Student Life Handbook. This year the SACs, in addition to other student clubs, continued to offer fun, diverse and educational programming for the student body, including:

- Welcome Back events
- Parades
- Halloween festivals
- Presentations, speakers

Additionally, SACs assisted in funding other student club events and travel to conferences, etc. Student involvement in the campus student life continues to be a challenge. Most campuses, however, have a core group of students each year who are willing to devote the time and talent needed to keep the Student Activities Councils going and participate in student life. The SACs all have established several successful events that are repeated each semester and has thus increased student engagement and involvement in these repeated activities.
Office of Accreditation and Compliance

Executive Summary

The Office of Accreditation and Compliance is responsible for overseeing, monitoring, and coordinating compliance and accreditation matters for the College, including state and federal laws and regulations; regional and specialized accreditation processes; and reporting and other requirements. The accreditation/compliance office directs and advises College employees on compliance matters; facilitates communication and education efforts to ensure that the College community is aware and informed of pertinent laws and regulations; works in a collaborative manner toward resolution of heighten accreditation/compliance risks; monitors the implementation of adequate internal controls and quality assurance processes to consistently meet requirements of the laws and regulations; and informs the president of the current status of accreditation/compliance risk.

The accreditation/compliance office attempts to work with the College compliance risk owners to proactively prevent risk through prevention measures and to assist in the facilitation of risk resolution efforts when risk is at an unacceptably high level. The individual compliance risk owners are assumed to be the compliance experts in their respective areas. The Office of Accreditation and Compliance coordinates and facilitates compliance risk management to assure the president and the Board of Governors that compliance risks are being addressed.

Compliance to federal, state, and local laws and regulations is an institution wide responsibility that is shared among all members of the College community. The communication, coordination, and oversight of regulatory compliance is the responsibility of the accreditation/compliance office. The year has brought changes to risk assessment and the decision-making, communication structure of committees related to compliance.

The College compliance program is evolving to meet the trends in higher education laws and regulations. Additionally, the accreditation/compliance office continues to assist the College in reducing risk levels.

Compliance Plan

The compliance program is developing to reflect the federal sentencing guidelines that outline the elements considered necessary by the federal government to have an effective compliance program; and the work plan for managing risk through projects, education and awareness efforts, policy development, and incorporating best practices in the College compliance program. To have an effective compliance program, an organization must establish and maintain an organizational culture that “encourages ethical conduct and a commitment to compliance with the law and exercise due diligence to prevent and detect criminal conduct”, US Federal Sentencing Guidelines §8B2.1 (a) (2).
The federal sentencing guidelines for effective compliance programs include:

1. Specific individual(s) within the organization shall be delegated day-to-day operational responsibility for the compliance and ethics program. Individual(s) with operational responsibility shall report periodically on the effectiveness of the compliance and ethics program to high-level personnel and, as appropriate, to the governing authority, or an appropriate subgroup of the governing authority. To carry out such operational responsibility, such individual(s) shall be given adequate resources, appropriate authority, and direct access to the governing authority or an appropriate subgroup of the governing authority;

2. Written policies and procedures—explain legal requirements so that employees understand their obligations and how to conform their behavior to meet them;

3. Internal compliance monitoring;

4. Response to detected offenses (including remediation of harm caused by criminal conduct) and corrective action plans (including assessment and modification of the compliance and ethics program);

5. Periodic risk assessments;

6. Training and education—reasonable and practical steps must be taken to disseminate information about the organization’s compliance program, its policies and processes; and share information appropriate to individuals’ respective roles and responsibilities;

7. Lines of communication—encourage managers and employees to report suspected fraud and other improprieties without fear of and with protection against retaliation; and,

8. Standards consistently enforced throughout the organization including rewards with incentives for compliance. Standards enforced through well-publicized disciplinary guidelines—a Code of Conduct.

The Office of Accreditation and Compliance is working toward a program that incorporates the guidelines. Efforts continue to complete the outstanding items.

The compliance program, to date, has been to gather and organize information about relevant laws and regulations. Next steps include using date to clarify roles and responsibilities; continue development of systems and processes to identify, track, monitor, assess, and reduce compliance risk; and provide an assurance that the College will meet all compliance requirements.

There have been focused compliance risk reduction efforts in the areas of:

- Accessibility
- Protection of minors
- Jeanne Clery Reporting Act
Part of an effective compliance program is to proactively educate and build awareness of compliance requirements. Compliance training and awareness is an ongoing activity throughout each year and includes campus events, scheduled webinars, unit informational meetings, online training, and professional development for the compliance office personnel. The office shares information through routine communications, training sessions, and awareness events.

While compliance has been the focus, merging ethics programming with the compliance program is a goal of the coming year. More specifically, strengthen ethic policies and the organizational code of conduct supported by the implementation of an ethics programming that will include the continued development of risk assessment, support procedures and systems of accountability, communications and training efforts, and developing organizational culture.

Accreditation Plan
The College has initiated preparations for the next reaffirmation of accreditation comprehensive review that will occur during the 2022-23 academic year. The Steering Committee and the Writing Teams were assembled in the fall. Writing Team members were nominated and selected by the Criterion Group Leaders. The 25 Writing Team members represent all divisions, campuses, and types of employees at MCC.

After team training, the Writing Teams started work in the fall by performing S.W.O.T. analyses in relation to each of the criterion. A report of areas of strengths and opportunities was developed with the intent of highlighting areas where growth and improvement that will be included in the Assurance Argument, as well as noting opportunities for improvement in the next few years.

As the College moves into Year Seven of the cycle, the Steering Committee and HLC Writing Teams will advance by building evidence files and developing assurance arguments for each respective criterion and sub-component.
### Yearly Pathway Cycle

<table>
<thead>
<tr>
<th>Year</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pathway Cycle</strong></td>
<td>Year 6</td>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
<td>Year 10</td>
</tr>
<tr>
<td><strong>College Actions</strong></td>
<td>Annual Update</td>
<td>Annual Update</td>
<td>Annual Update &amp; Submit Multi-Location Report</td>
<td>Annual Update</td>
<td>File AA and Federal Compliance Requirements</td>
</tr>
<tr>
<td><strong>College Actions (internal)</strong></td>
<td>Selection of Steering Committee members Training S.C. Analysis of Mid-Cycle Review Evidence gathering and prep draft Assurance Argument Training</td>
<td>Evidence gathering and prep draft Assurance Argument Multi-location report writing Prep for visit</td>
<td>Finalize Assurance Argument and compile Federal Compliance Report. Year-long prep and training for all employees</td>
<td>Logistical Site Visit Prep</td>
<td></td>
</tr>
<tr>
<td><strong>HLC Review</strong></td>
<td>Multi-location visit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Title IX Summary

United States Secretary of Education Betsy D. DeVos released a new proposed Title IX rule in November 2018, opening it up for a comment period that ultimately garnered more than 100,000 comments. The U.S. Department of Education is under legal obligation to consider and respond to all substantive comments. This process may take up to a year. Mohave Community College continues to address Title IX issues and will wait to see the final outcome before officially changing our policies.

Mohave Community College provides interactive student training for sexual misconduct prevention and awareness online. The training provides students with opportunities to engage and check for understanding as they proceed through the training. To date 4260 students have viewed the online training during the 2018-19 academic year.
When students attempt to login to Schoology for the first time they are routed to the training. Once they complete the training, they are redirected to Schoology.

Faculty and Staff training was conducted in-person for all college employees this year. Online training is available for those who cannot attend, associate faculty, and new employees throughout the year.

The college is required to provide annual training, therefore the training will be updated for the 2019-20 school year.

Complaints

<table>
<thead>
<tr>
<th>Case ID#</th>
<th>Complaint Date</th>
<th>Notification Date</th>
<th>Type of misconduct</th>
<th>Resolution Date</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-1819-002</td>
<td>8/22/2018</td>
<td>9/10/2018</td>
<td>Sexual Harassment</td>
<td>11/20/2018</td>
<td>Unfounded</td>
</tr>
<tr>
<td>10-1819-007</td>
<td>10/16/2018</td>
<td>10/16/2018</td>
<td>Stalking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-1819-009</td>
<td>11/30/2018</td>
<td>11/30/2018</td>
<td>Domestic Violence</td>
<td>12/31/2018</td>
<td>Substantiated</td>
</tr>
<tr>
<td>30-1819-010</td>
<td>2/18/2019</td>
<td>2/19/2019</td>
<td>Domestic Violence</td>
<td>2/26/2019</td>
<td>Substantiated</td>
</tr>
<tr>
<td>30-1819-011</td>
<td>9/7/2018</td>
<td>9/13/2018</td>
<td>Parenting</td>
<td>5/10/2019</td>
<td>Substantiated</td>
</tr>
<tr>
<td>40-1819-012</td>
<td>8/31/2018</td>
<td>8/31/2018</td>
<td>Parenting</td>
<td>5/6/2019</td>
<td>Substantiated</td>
</tr>
<tr>
<td>Case Number</td>
<td>Start Date</td>
<td>End Date</td>
<td>Issue</td>
<td>Date Substantiated</td>
<td>Status</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
<td>------------</td>
<td>------------------</td>
<td>--------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>30-1819-015</td>
<td>7/12/2018</td>
<td>7/16/2018</td>
<td>Parenting</td>
<td>12/13/2019</td>
<td>Substantiated</td>
</tr>
<tr>
<td>10-1819-016</td>
<td>10/31/2018</td>
<td>10/31/2018</td>
<td>Parenting</td>
<td>5/10/2019</td>
<td>Substantiated</td>
</tr>
<tr>
<td>10-1819-017</td>
<td>11/19/2018</td>
<td>11/20/2018</td>
<td>Parenting</td>
<td></td>
<td>Substantiated</td>
</tr>
<tr>
<td>30-1819-018</td>
<td>9/20/2018</td>
<td>9/27/2018</td>
<td>Parenting</td>
<td>12/14/2018</td>
<td>Substantiated</td>
</tr>
<tr>
<td>30-1819-022</td>
<td>1/24/2019</td>
<td>1/30/2019</td>
<td>Parenting</td>
<td>5/10/2019</td>
<td>Substantiated</td>
</tr>
<tr>
<td>30-1819-024</td>
<td>5/14/2019</td>
<td>5/20/2019</td>
<td>Parenting</td>
<td></td>
<td>Substantiated</td>
</tr>
</tbody>
</table>

**Accommodations**

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex—including discrimination against pregnant and parenting students. Under Title IX, a student who is pregnant or parenting cannot be excluded from participating in an educational program. In addition, the College must excuse a student’s absence because of pregnancy or childbirth for as long as the student’s doctor deems the absence medically necessary. When the student returns to school, the student must be allowed to return to the same academic and extracurricular status as before the medical leave began. Furthermore, any special services provided to students who have temporary medical conditions must also be provided to a pregnant student.

The Office of Accreditation and Compliance receives all requests from students requiring access to their educational program. For students with temporary pregnant status, as necessary, reasonable adjustments are made to the regular program in response to the student’s temporary status. Within the 2018-2019 academic school year, fourteen students requested accommodation services based on pregnancy.
More notably, MCC’s Title IX team responds to all student or employee issues related to sexual misconduct. Similar to students who are pregnant or parenting, victims of sexual misconduct may receive reasonable adjustments to ensure equal access to all academic programs and in some cases extra security for the safety of the student and the campus community.

**Clery Summary**

**Daily Crime Log**

The daily crime log is published in compliance with the Jeanne Clery Disclosure of Campus Crime Statistics Act and contains both alleged criminal and non-criminal offenses. The purpose of the log is to record all criminal incidents and alleged criminal incidents that are reported to the campus security department. Clery Act regulations state that a disclosure may not jeopardize the confidentiality of the victim.

**2018-2019 Daily Crime Log**

<table>
<thead>
<tr>
<th>NATURE (CLASSIFICATION)</th>
<th>CASE NUMBER</th>
<th>REPORTED TO</th>
<th>DATE/TIME REPORTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Larceny/Theft</td>
<td>BHC2018-001</td>
<td>MCC Personnel</td>
<td>03/08/18 9:30AM</td>
</tr>
<tr>
<td>2 Larceny/Theft</td>
<td>BHC2018-002</td>
<td>Bullhead City PD</td>
<td>03/27/18 12AM</td>
</tr>
<tr>
<td>3 Destruction/Damage/ Vandalism of Property</td>
<td>BHC2018-003</td>
<td>MCC Personnel</td>
<td>09/25/18 3:36PM</td>
</tr>
<tr>
<td>4 Larceny/Theft</td>
<td>NCK2018-001</td>
<td>Kingman PD</td>
<td>10/11/18 12PM</td>
</tr>
<tr>
<td>5 Larceny/Theft</td>
<td>LHC2018-001</td>
<td>Lake Havasu PD</td>
<td>12/10/18 8:30AM</td>
</tr>
<tr>
<td>6 Drug Law Violation</td>
<td>BHC2019-001</td>
<td>Bullhead City PD</td>
<td>01/16/19 7:35PM</td>
</tr>
</tbody>
</table>
Campus SaVE (VAWA)
The Campus SaVE Act refers to the recent Violence Against Women Act (VAWA) amendments to the Clery Act. The Act is an update to Clery, expanding the scope of legislation in terms of reporting, responding, and prevention education requirements around rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking. This legislation intertwines with the Title IX legislation so the responses are relevant for both summaries.

This year MCC hosted four learning opportunities for students, faculty and staff to engage in prevention and bystander intervention education. They are as follows:

Paint the College Purple for Domestic Violence Awareness

October is Domestic Violence Awareness Month, which is acknowledged by wearing purple and displaying purple ribbons. For survivors of Domestic Violence the color is meant to be a symbol of peace, courage, survival, honor, and dedication to ending violence. This year MPIO and the compliance office teamed up with the campuses to promote awareness throughout the month with posters, brochures, purple ribbon stickers, event signs, and speaking events. National Domestic Violence information signs with pull tabs were placed in all college restroom stalls. On Thursday, October 25th students and staff supported awareness by “Painting the College Purple (see photos).

On Tuesday, October 2nd about twenty people attended a presentation on the Neal Campus-Kingman by the county attorney’s victim and witness services and Kingman Aid to Abused People (KAAP). Kylie Cameron of the Fort Mojave Indian Tribe Domestic Violence Program made a presentation at the MCC Hargrove Library on October 8th on stopping violence against women. Mary Lou O’Connell, the executive director of H.A.V.E.N., gave a presentation on locally available resources at the Hodel Library in Lake Havasu City on October 25th.
Teen Dating Violence Awareness and Taco ‘bout It Tuesday

February is Teen Dating Violence Awareness Month. This year the campuses supported the campaign with a day of wearing orange (2/12/19) and with guest speakers on the BHC campus.

The Bullhead City Campus hosted a Taco ‘bout it Tuesday event on February 17th (see photo below). Lorrie Duggins of BHCPD, Deann Adams of the Crime Victims Services Unit, and Det. Andrew Sevillano shared information about domestic/dating violence and victim services and resources available in the Bullhead City area. Tacos were served for lunch and the BHCPD provided materials and raffle prizes.
**NO MORE Week (March 3-9)**

NO MORE is a unifying symbol and campaign to raise public awareness and engage bystanders around ending domestic violence and sexual assault. By raising awareness nationally and bringing people, organizations and advocates together around a common mission, NO MORE aims to help gradually shift perceptions, normalize conversations and engage bystanders to take action to prevent and ultimately end domestic violence and sexual assault.

This year the campuses participated in activities for NO MORE’s sixth annual campaign week. This year the goal was to inspire everyone to make change to help create a culture of safety, equality, and respect in our communities. Activities this year included a sign campaign, NO MORE pledge, NO MORE logo doughnuts and refreshments, and the creation of a statement/affirmation bracelets on all four campuses.
Denim Day (April 24)

For the past 18 years, Peace over Violence has run its Denim Day campaign on a Wednesday in April in honor of Sexual Violence Awareness Month. The campaign was originally triggered by a ruling by the Italian Supreme Court where a rape conviction was overturned because the justices felt that since the victim was wearing tight jeans she must have helped her rapist remove her jeans, thereby implying consent.

This year the college sponsored a Denim Clothing Drive to benefit local shelters. Students and employees were asked to demonstrate support by donating denim clothing items and wearing denim and participating in a photo opportunity on April 24th.
Title II of ADA/Section 504 Summary

The Office of Accreditation and Compliance staff works directly with both Student Services and Instruction to help facilitate reasonable accommodations for students with temporary and permanent disabilities. Guidelines for providing reasonable accommodations are regulated by federal laws enforced by the Office of Civil Rights. The ultimate goal of the compliance office is to ensure equity of access to education and student life, free from discrimination, for all MCC students. The primary responsibility of the office staff is to ensure students have equitable access to educational opportunity and the opportunity to succeed on their own.

For the 2018-2019 year the compliance office received 175 requests from students for disability related accommodations. Of those only 12% were not approved. Students that were not approved for accommodations failed to provide requested documentation of the disability (see figure 1).

The yearly average number of students that have completed enrolled terms successfully is 86%. The remaining 14% of students either fully withdrew from all courses, failed all their courses, or were approved for special circumstances drop. Although accommodations are not a guarantee of student success, approved accommodations are interventions that help eliminate some barriers to education. For example, several students this year suffered accidents or medical events that prevented them from attending or accessing their classes for a length of time. The students, compliance specialist, and instructors were able to work together to facilitate approved accommodations allowing the students to successfully complete the term.

The documentation process was streamlined this year, and students no longer need to acknowledge, sign, and return accommodation request forms (ARF) to the compliance office prior to accommodation notices being sent to instructors. The compliance office staff continues to use Panda Doc software to send, monitor, and track the receipt and acknowledgement of ARFs for instructor notice. Faculty average a two day turn around to acknowledge receipt and review of approved accommodations, with 9% of that faculty group requesting clarification, training, or assistance in facilitating the approved accommodations (see figure 2).

1 Data includes student requesting services for pregnancy-related issues provided under Title IX not ADA or Section 504.
A review of the nature of the approved accommodations continues to show a slight decline in the overall number of accommodations for testing. However, testing accommodations still represent nearly half of all approved accommodations at 44% for the academic year. Testing accommodations include the following interventions: providing a distraction reduced environment and extending the allotted testing time. The large proportion of testing accommodations correlates to the large percentage of high incident disabilities, such as Attention Deficit Hyperactivity Disorder (ADHD) or Anxiety. Low-incident disabilities, such as deafness, correlate to the smallest percentage (1%) of the overall accommodations assigned (see table 1).

---

2 2016-2017 Testing accommodations accounted for 52% of all accommodations. 2017-2018 Testing accommodations accounted for 48% of all accommodations.
The Office of Accreditation and Compliance added free resources on the MCC Disability Service public webpage. Resources provided include: directions for using Google’s voice typing for speech-to-text; Natural Readers text-to-speech program; and AT bar extension. AT bar is an accessibility toolbar that allows the user to change the online screen image to increase readability. Options include increasing font size, changing the font type, changing contrast and adding color overlays. This toolbar is compatible with Schoology and My Mohave. The compliance staff has worked with the Student Success Center team to increase acknowledge and awareness of these resources and provided training to the student services staff.

In alignment with MCC’s strategic plan goal number two, the compliance office is an active participate in the Mohave County Special Needs Advocacy Coalition (SNAC). The compliance office has invited MCC Corporate and Community Education Coordinators to participate in an effort to improve access to resources, public awareness, and agency collaboration. Additionally, the Office of Accreditation and Compliance continues to develop community relationships by visiting local high schools to speak with graduating seniors and assist in the process of transitioning from high school to college. The Office of Accreditation and Compliance remains committed to strengthening its partnerships both internally and externally.

Table 1: Count and percentage of approved accommodation types

<table>
<thead>
<tr>
<th>Types of approved accommodations non temporary conditions</th>
<th>Summer Count</th>
<th>% of total count</th>
<th>Fall Count</th>
<th>% of total count</th>
<th>Spring Count</th>
<th>% of total count</th>
<th>Year Total Count</th>
<th>% of total count</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Academic: Extended time for assignments</td>
<td>5</td>
<td>12%</td>
<td>14</td>
<td>8%</td>
<td>13</td>
<td>9%</td>
<td>32</td>
<td>9%</td>
</tr>
<tr>
<td>Hearing: Use of an ASL interpreting, VRI interpreting, or CART</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>1%</td>
<td>1</td>
<td>1%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Hearing: Videos and Zoom courses with Closed Captioning (CC)</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>1%</td>
<td>2</td>
<td>1%</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Math: Use of formula note card pre-approved by the instructor</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>1%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Math: Use of a calculator</td>
<td>0</td>
<td>0%</td>
<td>5</td>
<td>3%</td>
<td>4</td>
<td>3%</td>
<td>9</td>
<td>2%</td>
</tr>
<tr>
<td>Physical: Allow food as needed</td>
<td>1</td>
<td>2%</td>
<td>1</td>
<td>1%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Physical: Allow student to have a water bottle</td>
<td>1</td>
<td>2%</td>
<td>1</td>
<td>1%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Category</td>
<td>Count</td>
<td>Percentage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: Allow use of restroom as necessary</td>
<td>1</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: Light sensitivity device</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: Flexibility in attendance policy</td>
<td>2</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: Service animal on campus</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: Stand or sit as necessary</td>
<td>2</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: Medical disorder - Emergency Precaution procedure</td>
<td>1</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: Weight lifting restriction</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical: Priority seating</td>
<td>2</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read/Write: Copies of lecture slides</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read/Write: Reading material in alternative format</td>
<td>2</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read/Write: Use of a digital notetaking assistant</td>
<td>5</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read/Write: Screen reader</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read/Write: Speech to text assistive technology</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing: Alternate testing format</td>
<td>1</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing: Extended testing time</td>
<td>6</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing: Supervised breaks during testing</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing: Testing in a distraction reduced environment</td>
<td>6</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing: Use of headphones to reduce distraction</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unclassified: Special/Specific Circumstances</td>
<td>6</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

95
Financial Services

Executive Summary

The 2018-2019 year was a successful year that continued to display better efficiencies and improved transparent financial reporting. The department sustained balanced workloads per the same staff level as the previous year while maintaining the departmental operating and staffing budgets.

Financial Services successfully completed the 2017-2018 external audit. This was the second year of a three-year cycle that the auditing firm of Snyder & Butler, CPAs, PLLC conducted the audit. The auditing firm was diligent and the 2017-2018 audit was completed timely resulting in zero findings. The departmental staff all contributed to this successful year-end audit. The documentation of internal financial reporting processes has become more structured with better and additional standardized reporting capability and accessibility.

As in previous years, an application has been submitted to and is currently being reviewed by the Government Finance Officers Association (GFOA) for a Certificate of Achievement for Excellence in Financial Reporting for fiscal year 2017-2018. The department has received this award since 2012.

The department has continued efforts on securing alternative revenue sources as a reliable source of funding. The increased investment of fund balances and active treasury management philosophy has continued to result in higher positive returns. The department has increased investment income while still maintaining a highly risk adverse investment strategy.

Accounts Payable

The 2018-2019 P-Card program again maintained aggressive goals by increasing the rebate amount over the amount received in 2017-2018. The P-Card program allows staff and faculty more flexibility and efficiency in purchasing. This program also allows budget managers to obtain supplies and services more efficiently. The P-Card program continues to show effectiveness to fit with the overall college strategic plan goals. The accounts payable department continues to incorporate paying larger college-wide invoices with the P-Card. Using the P-Card reduces the issuance and mailing costs of paper checks, provides a more secure method of payment and maximizes the rebate benefit.

The department furthered efforts to move more vendors to the electronic payment method offered by the college. Electronic payments eliminate slower and costlier methods of mailing paper checks. Employees are reimbursed as vendors using this method as well.

Accounting and Finance

The department completed the 2017-2018 audit successfully and addressed all requests by the auditor firm of Snyder & Butler, CPAs, PLLC. The department continues to revise formal documentation of processes and increase efficiencies and accuracy with a reporting template that minimizes changes to the MD&A and footnote section over the course of the audit.
Bursar
The department continued to play a very active role in developing and implementing various student-facing policies and served students with payment plans and extremely efficient and consistent financial aid disbursements. Due to this exceptional service, the department received the Achieve Campus Efficiency (ACE) Award from BankMobile for the second year in a row. BankMobile is the system the College uses to disburse funds to our students. Out of the more than 800 institutions that use BankMobile, only 71 were recognized with this award (top 8% of colleges that use BankMobile). MCC joins institutions such as Texas A&M, Dixie State University, Eastern Michigan University, and Gateway Technical College in receiving this award.

Procurement
During the 2018-2019 year, the office of procurement released numerous RFP’s (Request for Proposal) and other solicitations including the new Online Bookstore, Welding Skills Center equipment for both BHC and LHC, HVAC Trainers and Software for the BHC and LHC labs and numerous grant funded purchases. The largest and most extensive RFP process completed by the department was the Design/Build for the new Kingman 600 building. The newly constructed Kingman 600 building will have the ribbon cutting ceremony on June 13, 2019 and will house several newly offered CTE courses in the upcoming fiscal year.

Budgeting
Changing enrollment, commercial property tax appeals, and shifting state funding all created further need for flexible budgeting. The department incorporated these changes into mid-year financial scenarios to help adjust staffing and operating budgets accordingly.

The Strategic Plan for the College encourages a continued examination of alignment of funding priorities as we look towards 2019-2020.

The college continues to keep a close eye on developments regarding a tax appeal from SouthPoint Energy and the potential risk of approximately $2.33 million dollars of funding that will require refund should the claim be successful.

Additionally, the department developed financial models considering fund balance and future revenue trends to support a renewed master facility plan and to incorporate a compensation package model into the budget for next year. The College’s health insurance premiums had a slight increase in premiums for 2018-2019.
Human Resources
Executive Summary

The 2018-2019 year has been productive for Human Resources. The team continues to make process improvements and coordinate procedural changes, while providing exceptional customer service and maintaining high standards in daily transactions.

Highlights

Presidential Search
After the retirement announcement from the incumbent College President, Human Resources spent a large portion of the 2018-19 year providing support for the Governing Board-driven College President search process, including support of job announcement materials creation, the application materials and process, and the selection materials and process, and contract negotiation processes.

Payroll
The Payroll Department merged with Human Resources at the beginning of the year. The move has been extremely beneficial for both teams, allowing for better communication and collaboration to help employees with compensation, benefit and employment matters. Additional process improvements are anticipated over the coming year.

Recruiting
Since July 1, 2018, Human Resources has received and reviewed over than 1,600 applications for employment for 112 regular positions. On the average, three candidates were interviewed for each regular position for an estimated total of more than 300 interviews over the course of the year. Additionally, more than 300 job interest cards were collected electronically, allowing the system to automatically notify interested candidates when appropriate positions become available. There are currently 18 vacancies that will be filled in preparation for the next fiscal year.

Position Control Number System
A Position Control Number (PCN) is used to identify unique positions and track and organize employment and budget information. The system used by Mohave Community College since 2007 had become unwieldy and ineffective over the years, with a backlog of hundreds unused numbers and outdated information. A new method of numbering positions, based on the established divisions and departments at MCC, was developed by Human Resources and implemented with the assistance of Information Technology. The new, stream-lined system will improve functionality and clarify data used to maintain appropriate employee levels.
Benefit Programs
Human Resources undertook a review of all ancillary coverages offered through the employee health and wellness benefit program. As a result MCC expanded coverage options in the dental, vision, and life insurance programs, allowing employees more choice and flexibility when electing benefits for self or family. Human Resources plans a comprehensive review of the medical benefit program in the 2019-20 year.

Diversity
Diversity statistics regarding staff and applicants are as follows:

<table>
<thead>
<tr>
<th>Employees by gender and race/ethnicity 2018-19 (includes associate faculty)</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Black or African</td>
<td>11</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>29</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>American Indian/Native American or Alaskan Native</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>260</td>
<td>174</td>
<td></td>
</tr>
<tr>
<td>Multiracial</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>24</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>330</td>
<td>233</td>
<td>563</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applicants by gender and race/ethnicity July 1, 2018 - May 8, 2019</th>
<th>Female</th>
<th>Male</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>15</td>
<td>29</td>
<td>44</td>
</tr>
<tr>
<td>Black or African</td>
<td>31</td>
<td>35</td>
<td>66</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>74</td>
<td>76</td>
<td>150</td>
</tr>
<tr>
<td>Multiracial</td>
<td>33</td>
<td>21</td>
<td>54</td>
</tr>
<tr>
<td>American Indian/Native American or Alaskan Native</td>
<td>10</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>619</td>
<td>493</td>
<td>1112</td>
</tr>
<tr>
<td>Totals</td>
<td>782</td>
<td>666</td>
<td>1448</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td>201</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td>1649</td>
</tr>
</tbody>
</table>
Information Technology Unit

Executive Summary

The Information Technology Unit (ITU) saw significant changes to the capabilities and offerings for the campus community this year. In addition to configuring and deploying the new data center and backup data center the ITU migrated from the Nolij Document Storage System to OnBase and researched, deployed, and tested the new version of the Jenzabar Student Information System, Jenzabar One. Last year the ITU positioned itself to take on these major projects while continuing to maintain the high level of customer satisfaction that has become the norm. In the coming year the ITU will focus on Jenzabar and OnBase, projects that will affect the entire campus community.

Major Projects
During the past year the Information Technology Unit completed 33 major projects, as seen in the table below. In the ITU, projects are any new initiative/innovation that 1. Takes more than two weeks to accomplish and 2. Requires more than one IT staff member to complete. All other work is considered routine daily maintenance and operations. In contrast to last year, this year the ITU focused on very large projects that affect the campus community as a whole. Some projects, such as the OnBase conversion, are ongoing and expected to last several more months.

<table>
<thead>
<tr>
<th>2018-2019 Projects</th>
<th>Affected Area(s)</th>
<th>IT Unit Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deploy new inventory management system</td>
<td>All Campuses</td>
<td>Technical Support</td>
</tr>
<tr>
<td>Campus Refresh – 200 desktop and 60 laptops</td>
<td>All Campuses</td>
<td>Technical Support</td>
</tr>
<tr>
<td>Wireless Refresh – configuration/install WAPs</td>
<td>All Campuses</td>
<td>Technical Support</td>
</tr>
<tr>
<td>Kiosks for students</td>
<td>Students</td>
<td>Technical Support</td>
</tr>
<tr>
<td>Veteran’s Services laptop configuration/deployment</td>
<td>Students</td>
<td>Technical Support</td>
</tr>
<tr>
<td>Nursing Sim Lab buildout/configuration</td>
<td>Nursing/All Campuses</td>
<td>Technical Support</td>
</tr>
<tr>
<td>TV/Projector Refreshes for classrooms (ongoing)</td>
<td>All Campuses</td>
<td>Technical Support</td>
</tr>
<tr>
<td>Replaces external software with in-house version</td>
<td>All Campuses</td>
<td>Programming</td>
</tr>
<tr>
<td>Community Ed registration development</td>
<td>Community Education</td>
<td>Programming</td>
</tr>
<tr>
<td>Marketing database</td>
<td>MPIO</td>
<td>Programming</td>
</tr>
<tr>
<td>Developed work study version of tools.mohave.edu site</td>
<td>Student Services</td>
<td>Programming</td>
</tr>
<tr>
<td>Room Book creation (testing phase)</td>
<td>All Campuses</td>
<td>Programming</td>
</tr>
<tr>
<td>Primary Data Center Refresh – Servers and Storage</td>
<td>All Campuses</td>
<td>Systems Engineering</td>
</tr>
<tr>
<td>Backup Data Center design and deployment</td>
<td>All Campuses</td>
<td>Systems Engineering</td>
</tr>
<tr>
<td>Wireless Authentication Project</td>
<td>All Campuses</td>
<td>Networking</td>
</tr>
<tr>
<td>Primary Data Center network refresh</td>
<td>All Campuses</td>
<td>Networking</td>
</tr>
<tr>
<td>Call Center Software Upgrade</td>
<td>Student Services</td>
<td>Networking</td>
</tr>
<tr>
<td>Disaster Recovery Testing</td>
<td>All Campuses</td>
<td>IT Unit</td>
</tr>
<tr>
<td>Phishing/Malware Tracking and Study</td>
<td>All Campuses</td>
<td>Security</td>
</tr>
<tr>
<td>Annual IT Security Audit (Ongoing)</td>
<td>All Campuses</td>
<td>Security</td>
</tr>
</tbody>
</table>
Major Projects in Progress or planned for 2018-19
There are currently 6 major projects underway or being planned for the coming year, as seen in the table below.

<table>
<thead>
<tr>
<th>2019-2020 Projects</th>
<th>Area Affected</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 refresh – 250 desktop and 60 laptops</td>
<td>All campuses</td>
<td>Technical Support</td>
</tr>
<tr>
<td>OnBase Project Continues</td>
<td>All campuses</td>
<td>Admin Computing/All Departments</td>
</tr>
<tr>
<td>VMWare Upgrade</td>
<td>All Campuses</td>
<td>Systems Engineering/Networking</td>
</tr>
<tr>
<td>VMWare View</td>
<td>All Campuses</td>
<td>Systems Engineering</td>
</tr>
<tr>
<td>Jenzabar One Deployment</td>
<td>All Campuses</td>
<td>Admin Computing</td>
</tr>
<tr>
<td>Nursing Evaluation Automation</td>
<td>Nursing</td>
<td>Admin Computing</td>
</tr>
</tbody>
</table>

Organizational Structure
Systems Administration
The systems administration team has had another busy year! In addition to the Primary and Backup data center rebuilds, the team presented at VMWorld, were invited to speak at the ACCTO Conference about the 2018 disaster recovery project, and are in the process of reorganizing the domain to accommodate changes to the employee and faculty onboarding process via OnBase. The team has major upcoming projects to upgrade VMWare, NSX, and the VMWare View. The team is also researching the viability of Workspace One, a VMWare product that creates virtual desktops usable on any machine, any device, anywhere.

Technical Staff
Technical staff worked very hard on workstation and laptop refresh projects this year, deploying more than 300 computers across all campuses. In addition the team worked to refine the inventory
management process to make it more accurate and complete across all four campuses and the DAC. Some team members have been learning classroom design and deployment to accommodate the change of classroom technology responsibility from CELT to the Information Technology Unit.

**Network and Server Environment**

The networking team continues to tweak the new networking and server environment. Plans have been made to train backup network operators for two major areas of the network: Core routing and switching and the phone systems. Technicians on the Bullhead campus are currently training for Cisco phone and network certifications, and spend time each week shadowing the current network engineer. It is expected that this program will expand in the coming year to provide a more stable environment for the users over the long term.

**Active Directory Optimization**

This ongoing project has been modified to include new requirements for Onboarding/Off boarding employees and faculty, as well as to smooth out the student onboard process. The project is currently focused on Active Directory reorganization that places employees in appropriate operational units and groups for easier management. This program is tied to other initiatives, including the permissions review for the college’s major applications and Active Directory integration with each of the college’s major vendors.

**Wireless Network**

This year illicit traffic on the guest wireless network continues to be problematic, with off hours use skyrocketing on all campuses. Illicit traffic (e.g. the downloading of copyrighted material) poses a risk to the college. The new wireless network deployment will take place after the spring semester ends. The new setup includes two networks:

- **MCC Faculty/Staff/Students:** Accessible to any employee or student, this is an unrestricted, unlimited network that is accessed via the MCC Active Directory account.

- **MCC Guest:** Accessible to the general public, this is a limited access, limited connection with reduced speeds. The network is adequate for job searching and e-mail, but restricts non MCC users from streaming content, downloading illicit materials, and other high bandwidth activities.

Access is via a web page that allows for MCC or guest logins.

**Servers and Storage**

Over the summer and early fall the IT unit deployed the new Dell Hyperconverged servers and associated networking equipment. This project required the migration of nearly 100 servers to the new equipment, as well as reconfiguration and reinstallation of VMWare, NSX, and other software. One advantage of the new equipment was the ability of the Information Technology Unit to migrate all but four servers during business hours in a manner that was transparent to users. The remaining servers, which contain the critical Jenzabar system, were migrated over the Thanksgiving holiday to ensure data integrity as the migration occurred.
Phone System Upgrade

Last year’s “soft phone” project was put on hold due to the large project workload associated with Jenzabar One, the new Data Center, and OnBase. This year the networking team will evaluate the viability of “soft phones” on some campuses. The handsets currently in use are slowly dying due to age. Replacement phones cost anywhere from $125-$180 per unit. Last year’s phone upgrade included the future use capabilities of “soft phones”, wherein the phone software is hosted on a workstation and the user has a headset or other microphone/speaker combination for phone calls. The software was initially a limited license for the call center only, but when relicensing last year the CIO negotiated a site wide license at no cost. The cost of alternative headset/speaker configurations is in the realm of $40 per unit. As the physical phones age this may be a much more cost effective alternative to replacing physical handsets.

Virtualization

VMWare underwent an upgrade and two security rollups last year, all done as the new data center was being deployed. This year the team will focus on redundancy, reliability, and reducing disaster recovery time.

Desktop Virtualization

The desktop virtualization (VMWare View) environment is a strong indicator of how innovative thinking and strong uptime planning is changing the nature of MCC for faculty, staff and students. Usage of VMWare View continues to rise, and more applications that have limited licensing are being added to the view. In addition, the team is working on making Linux View systems available for classes and students.

Imagine Academy

Imagine Academy is a subscription based program for academic institutions that gives students and faculty access to Microsoft specific curriculum aimed at providing certification paths to students in computer science programs on campus. The Technology Coordinator is working with Microsoft to expand the free and low-cost offerings to students.

Helpdesk Ticketing System

The new Helpdesk is fully deployed, but as with all active systems, is tweaked on a daily basis. There are more than twice as many workflows and categories as in the old system. In the coming year the team will work on integrating OnBase Workflows and options with the ticketing system, eliminating several manual steps between opening a ticket and closing a ticket.

Software

The Information Technology Unit continues to work with campus faculty and staff to reduce software costs and footprints across all campuses. This year the Information Technology Unit expanded several services while reducing costs. This is an ongoing initiative for the Information Technology Unit.

Security

The Information Technology Unit hired a new security officer early this year. This new position is focused on daily security risks including spam, phishing, malware, red flag, FERPA, and other security and privacy issues at the college. The position is also a key part of the ITU audit team; as the new
security officer becomes more familiar with the environment reporting, tracking, and logging of issues will become simpler and more oriented toward the NIST standard required by the state. Lastly, this position is remediation and training focused, and the new security officer is developing training and retraining programs for faculty, staff, and students that are designed to enhance personal awareness of security when using computers on and off campus.

Classroom Computing
This year the Information Technology Unit will be expanding its area of responsibility to the design, installation, and configuration of teaching spaces on all campuses. The department has formed a plan and will refresh classrooms with an eye towards standardization of teaching spaces, allowing faculty to have the same equipment, access, and tools in all technology enabled classrooms. Standardization will reduce training time for faculty, ease the response to technology issues, and provide a cost savings as the college explores new methodologies to deliver content to students. One focus of the Information Technology Unit has been to replace projectors with HD televisions in classrooms. The televisions have a slightly lower price point, and the college will recognize significant savings on projector bulbs as well realize energy savings from television use; televisions use roughly only 10-15% of the power a projector uses. As the project moves forward the Information Technology Unit looks forward to working with the Office of Innovation and Transformation and Office of Instruction to provide clean, technologically advanced teaching spaces for students.
A new MCC Office of Innovation and Transformation (OIT) was created by President Michael Kearns in May 2018, consisting of a chief officer and a Director of Predictive Analytics. The college organizational structure was also modified to fold the existing Institutional Research team under the umbrella of Innovation and Transformation. Charged with the broad mission to “stimulate future-oriented college-wide innovation through the creation of transformational processes aligned to the College mission and strategic goals,” OIT was initially directed by the college president to explore innovation-oriented ideas that could be gleaned through internal and external communication, relevant literature, and conferences. The nationally-prominent student success agenda was chosen by the president as an area for focused attention, resulting in a series of analytic reports, presentations, recommendations, and actions outlined in greater detail below.

Upon the resignation of the former Director of College Advancement in late October, 2018, the MCC organizational structure was further modified through the reassignment of the Office of College Advancement to operate under the supervision of the Chief of Innovation and Transformation. The chief OIT officer served as Interim Director of College Advancement/CEO of the Mohave Community College Foundation until a new director was hired. Effective June, 2019, Interim President Diana Stithem relabeled OIT as the Office of College Advancement, renaming and refocusing the chief officer position (Chief Advancement Officer) responsibilities to include direction of college advancement strategy and institutional strategic planning as well as the development of strategies for institutional innovation, growth, effectiveness and efficiency. The 2018-19 annual departmental report thus addresses the activities of three organizational subunits and categories of activity: Innovation and Transformation, Institutional Research, and College Advancement.

Innovation and Transformation
Personnel in the new MCC Office of Innovation and Transformation engaged in early self-organizing activities, creating mission, vision and values statements based on current understandings of the embryonic department. The departmental chief officer was encouraged to explore innovation literature broadly; the early investigations continue to inform departmental activities. Two broad areas of departmental activity, outlined in greater detail below, included 1.) the ongoing and extensive student success analytics project, and 2.) fostering approaches to instruction, curriculum and student learning that are student-centered, informed by data and best practices, relevant, and future-oriented. A third noteworthy project was the development of an Enterprise Risk Management (ERM) system designed to produce a meaningful and realistic risk register through processes addressing three different levels of risk.
Other assignments undertaken during the year include presentations and training sessions, most notably those at All Staff Day and Latte. A new partnership with the Colorado River Medical Center in Needles was initiated through a meeting of hospital administrators and key college personnel in January. Interactive scheduling dashboards were developed to instantaneously put critical data in the hands of schedulers at different organizational levels. Data governance procedures were proposed and remain in development in coordination with other departments. Finally, an investigatory study of student success and retention factors pertaining specifically to Career and Technical Education (CTE) programs is currently underway. The iterative and cumulative nature of analytics projects means that most large-scale projects will require periodic updates, reporting and review. It may be important to note that, throughout the various data gathering processes of the past year, a high level of cooperation and collaboration was observed between departments.

**Innovation and Transformation: Predictive Analytics & Student Success**

A majority of the research performed from May, 2018 through April 2019 explored factors impacting or correlated with patterns of MCC student success and retention. By using statistical techniques like linear/logistic regression, decision tree analysis, and clustering to extract patterns from historical data, evolving predictive models may allow trained college personnel to predict the likelihood of future opportunities and challenges based upon existing student information. Effective predictive models of student success will enable faculty and staff to implement appropriate, targeted and proactive support to better ensure student accomplishment of personal and academic goals. OIT also accommodated numerous analytic ad hoc requests.

**Student Success Research and Analysis**

A series of report were issued in early summer 2018 initially analyzing underlying indicators of student success within remedial math. The focus expanded to include interrelating data surrounding MAT 101, 121 and STU 103. At the request of President Kearns, recommendations for data-based instructional decisions within the courses were presented at the end of June, 2018. Predictors of student success in transitional (TRM) courses and MAT 101 and 121 were identified in these early analytic efforts.

In July, analysis of student financial aid status and defaulter data identified patterns that contributed to further investigations. Programs and some specific courses showing a historical correlation to high student default activity were identified, and broad recommendations followed from the Office of Innovation and Transformation.

STU 103 (Student Mastery Course) success repeatedly surfaced as an emergent factor strongly correlated with success in other courses and with student persistence, prompting many discussions about adapting approaches to the course in order to maximize its apparent salutory effects on student success. STU 103 course failure rates suggested incongruence between the broadest desired outcomes and course activities.
Detailed recommendations were made in the report, *Student Mastery Course and Student Success: Preliminary Analysis & Recommendations*. Similarly, investigations of student participation in online courses yielded insights about the importance of time spent within the online course.

In late July, 2018 several analytic forays examined historic success patterns by course and instructor. By August, the study also incorporated faculty status (FT/PT), delivery mode (traditional, online, hybrid), course enrollment, and faculty load. Courses with high enrollment, high success, and low success were identified. Student academic performance in courses with high enrollment, dubbed the “Big Six,” proved to be strongly predictive of future performance and persistence: BIO 100, ENG 101, MAT 121, STU 103, PSY 101, and CIS 110. The results were shared with upper administrators. President Kearns directed that some of the results be addressed in an All Staff Day presentation. An abbreviated version of the action-oriented message related to faculty and staff at All Staff Day, follows:

- If student’s show signs of obtaining C’s and D’s in their coursework, particularly in the Big Six above, their likelihood of dropping out is very high. Recognizing the significance of declining academic performance in the Big Six, both instructors and support personnel need to engage immediately with those students to provide coaching and enhanced levels of support and encouragement.
- Performance in STU 103 and ENG 101 is particularly significant and should be monitored closely.
- Heightened attention and communication to Big Six course instructors and to advisors should focus on the importance of student success within the courses. Discussion about incipient plans for early intervention should begin immediately.
- Following certain MCC classes, a disproportionate number of students leave the college without completing their goals, never to return. The personal consequences to students is momentous; the revenue loss and potential reputational damage to the college is huge. Through careful attention to these courses and the students in them, the trends may be ameliorated.

Beginning mid-semester of Fall 2018, weekly reports of student academic performance in the Big Six as well as three remedial courses were provided to Student Success Center personnel, administrators, and academic managers. The reports identified individual students who may be considered at risk, levels of risk for individual students, and patterns of success in various sections of the Big 6/9 courses. Issuance of weekly “Big 6/9 Reports,” subsequently developed into an updated interactive dashboard, continued during Spring Term, with the intent that students identified as at risk would proactively be provided enhanced levels of support.
Data Visualizations and Dashboards

The ability to effectively convey complex information increased with the purchase of Tableau visualization software in late Fall 2018, enabling production of fully interactive, colorful, and highly variable dashboards. Three particular interactive dashboards were developed in 2018-19 that serve as good examples of initial efforts: Big 6/9 Current Student Dashboard; Scheduling Dashboards for managers and faculty; Enterprise Risk Management Dashboard. Dashboards have also illuminated new aspects of Enrollment analysis, as well as Student Success and Retention. Incorporating internal feedback, Tableau dashboards continue to evolve to better suit the needs of end users.

OIT Noncognitive Factors

A growing body of evidence suggests that factors outside of academic ability or intelligence contribute to student learning and student success. These noncognitive skills, like self-efficacy, institutional commitment, study skills, test taking strategies, and goal setting may be superior predictors of student success, even compared to measures of academic preparation. Following a League for Innovation Learning Summit attended by IOT managers, investigation about assessment and development of noncognitive skills was undertaken at MCC.

Correlation between noncognitive factors and internal measures of course success and retention was sought in two homegrown assessments delivered to new students beginning during the Fall Term 2018-19 and continuing through the Spring Term. A fourteen-item survey exploring perseverance of effort and self-efficacy (demonstrated in previous studies at other locations to correlate with end-of-semester grades) and the preexisting Technical Skills assessment (geared towards assessing potential online student issues) were delivered to students throughout the year. The complete dataset is to be re-analyzed again upon on the conclusion of the 2019 Spring semester. At that point a determination will be made whether or not to continue offering these assessments and collecting/analyzing the underlying data.

OIT Teaching and Learning in the 21st Century

Triggered by content of the League for Innovation Learning Summit previously mentioned and the increasingly prevalent advocacy for student centeredness in the literature, the Office of Innovation and Transformation joined the MCC Accreditation Liaison and academic managers to promote a move toward a curricular model and processes that focus on specific student success outcomes phrased in student-centric language and aligned respectively both with specific learning activities and assessment processes. ON 8/09/18, the Chief Academic Officer and Associate Deans of Instruction, following a combined presentation by the Chief of Innovation and Transformation and Accreditation Liaison, agreed to begin the institutional move toward using the Integrated Course Design model proposed by L. Dee Fink. The collective decision was reinforced via presentations at All Staff Day Training in September and through LATTE programming presented to faculty members on Dec. 15, 2019 and developed over a series of collaborative meetings.
Throughout discussions with interested faculty and instructional managers the work of contemporary educational leader, Jose Bowen, was also identified as effective supplementary training material. The CTE Associate Dean began immediately reformulating select course curricula, using the guiding documents associated with Fink’s Integrated Course Design.

Relevant learning, a central topic in Jose Bowen’s work that was addressed at LATTE and All Staff Day, was also addressed through collaborations between the representatives of the AZ Governor’s office, Arizona Commerce Authority, the Kingman Chamber of Commerce, MCC Chief of Innovation and Transformation, the MCC SBDC Director, and the MCC NCK Community and Corporate Education Coordinator. Thanks to the hard work of the latter two individuals, a management training series and live Arizona Career Readiness Credential Training was offered in the Fall and Spring Terms to meet the real needs of employers and potential employees in the region. Despite the fact that local business had asked for the training, enrollment was disappointing, suggesting a disconnect between requested services and those that businesses are ultimately willing to pay for. Nevertheless, strong consensus was achieved that the mutual goals of overtly outward facing units like College Advancement, Small Business Development Center, and Community/Corporate Education required strong cooperation and coordination.

Overcoming Innovation Challenges and Developing Future Opportunities

Although departmental output was high in 2018-19, the challenges normal to any new department (establishing standards, structure, organization, workflow, communication, etc.) were compounded by the presidential transition process. Transition-related challenges may have been felt especially acutely by Innovation and Transformation staff because the department was originally established to carry out the exploratory assignments made directly by a president with a particular vision. Many potential projects await establishment of new institutional vision and direction.

Communication and collaboration will continue to require attention and effort, a fact that appears universal to organizations striving to more consistently use data to inform decision making. It is important to note that the departmental vision is one of collaboration and service. Contingent on the directions taken by a new college president, it is expected that student success models will continue to be refined and inform the work of other departments. Similarly, ERM processes are expected to advance and adapt to changing realities. Future work with the CFO and Business Office personnel is anticipated. Staff motivation to serve at ever-increasing levels of utility remains very high. Simultaneously, departmental staff recognize that institutional changes towards the adoption of data-driven thinking naturally takes time. Increasing opportunity through frequent exposure to various studies, innovative ideas, and data-oriented tools increases the likelihood of successful change efforts.
Institutional Research (IR)

Serving the college community by processing data requests of all types, the Institutional Research (IR) staff integrated with Innovation and Transformation staff to add dimensionality to the data capabilities of the organization. Interdepartmental collegiality and collaboration remained consistently exemplary. Whether answering internal queries, responding to routine federal and state reporting requirements, or developing new processes to support emerging data needs, the IR team positively contributed to the mission. Key examples include support for the Student Success Center and student success agenda wherein IR staff processed a set of key data points related to courses that correlate with student persistence. Just as important, a substantial Economic Impact Study was produced to support state legislative funding arguments. Addressing the financial impact of MCC on students and the general public, the study was effectively used by MPIO to communicate a strong message of community ROI through the website and printed materials. Invisible even to most internal customers, the IR team processed numerous complex data requests from external agencies, often a matter of institutional compliance.

Summary of IR Activity: Internal Requests

- Academic program review studies were completed each term that illustrate a broad financial outcome of each department/prefix and provide a multi-year data display that aids in longitudinal analysis. Other examples of reporting activities supporting the Office of Instruction addressed the following topics:
  - most commonly selected electives in AGEC A & B;
  - comprehensive evaluation of the effects of proposed changes in health programs on faculty staffing and institutional revenue;
  - Assessment and Curriculum information;
  - CBE program headcount and enrollment data;
  - Nursing and Radiologic Technology program reaccreditation data;
  - program feasibility studies, such as the reinstatement of the Pharmacy Technician program.

The IR Office also coordinates the faculty student evaluation survey for each term and distributes the results of those surveys.

- IR worked with a strategic planning committee on a project related to first generation students and by collecting strategic plan departmental goals data from college departments.

- IR responded to several requests from Student Services: JTED student counts; historic scheduling data; enrollment reports; fall student success initiatives program data; reaccreditation criterion writing group requests; MPIO corroboratory data; data to complement the Chief of Student Services’ annual report to the Board of Governors, a data set updated each year.

- IR assembled a list of forms used across the college to support the effort to convert all forms to a new software platform, OnBase. The department collected supporting documentation, as well, including workflow information and form “owners.”
• Graduate Survey results were released to key survey managers.
• Numerous campus-generated and central administrative requests were answered, including those for local unduplicated headcount, credit hour generation, and FTSE level.
• Working with OIT, IR formulated and will deliver Enterprise Risk Management employee surveys.

Summary of IR Activity: Federal Government Reports
IR completes eleven Integrated Postsecondary Education Data System (IPEDS) reports every year, due at intervals during both the fall and spring terms. Some IPEDs reports, such as Financial Aid, Human Resources, and Academic Libraries are completed by IR in collaboration with associated departments. IPEDS, a Division of the Department of Education (DOE), Institute of Education Sciences (IES), and the National Center for Education Statistics (NCES), requires the following reports: Institutional Characteristics; Fall Enrollment; 12-Month Enrollment; Completions; Graduation Rates; GR200 (graduation rates at 200% normal time); Outcome Measures; Student Financial Aid and Net Price; Finance; Human Resources; Academic Libraries.

The Perkins Report is a comprehensive government survey pertaining to CTE programs, completed by IR, administered by Arizona, and originating from The DOE Office of Career, Technical, and Adult Education (OCTAE). The two portions of the Perkins Report are respectively submitted in the fall and spring terms, the former concerning enrollment-related measurements; the latter addressing funding matters. Both report sections are extensive, requiring a significant investment of time and energy.

Two other federal reports were submitted by IR. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Higher Education Opportunity Act require annual submission of campus crime statistics in reports commonly called Clery reports. MCC also provided key data to the Department of Education for the National Postsecondary Student Aid Study (NPSAS), a federally based longitudinal study (NPSAS) of randomly selected students in which MCC participated during the past two years.

Summary of IR Activity: State Reports
• IR submitted an ACCCC Student Success Initiative report to the state in July, 2018, providing multiple year demographic data to the state in support of ACCCC’s state student success center grant.
• Data continued to be provided to the Arizona Strategic Vision Data Survey, now in its ninth year. The survey is a comprehensive data report that covers short term, mid-term and long-term student-related measures pertaining: access, persistence, retention, and completion factors, including transfer to other institutions. All Arizona community colleges contribute to the report
• Routine state reports include the following: Workforce Policy Annual Report (WAC); Annual Report to the Governor; 2040 Report for the ACCCC and the State; Fall/Spring
Headcount and FTSE Report; Fall/Spring Lawful Presence Report; Annualized FTSE Report (submitted at the end of June).

Summary of IR Activity: External Agency Reports

- IR completed the American College Survey again in 2018-19. The survey is conducted online three times each year by the College Board, with the purpose of providing consumers important information about respective college characteristics that appears in each participating institution’s College Search profile and in a series of college guidebooks published by the College Board. Annual survey data is also used to compile educational statistics for the Trends in Higher Education Series of annual research reports.

- Providing a range of educational services and products to high school students and other prospective college students, Peterson’s Annual Survey collects data directly from colleges via an extensive and complex survey. The MCC IR department completes and submits that data three times every year. IR completed the survey again this past year.

- MCC IR staff again completed and submitted the annual Carnegie Communications survey in 2018-19, with three data submissions.

- The National Student Clearinghouse report is an extensive enrollment report which tells the federal government who is currently attending and what their status is (full-time/part-time). The government crosschecks this data with other student information databases to coordinate financial aid administration. The MCC IR office submits this data every month in coordination with the Registrar’s Office.

- ASSIST is the Arizona State System for Information on Student Transfer, requiring the IR office to completes a survey three times each year.

- There are two annual reports completed by IR staff for the Western Interstate Commission for Higher Education (WICHE), the Tuition and Fees report, and an Enrollment Report.

College Advancement/Foundation

The College Advancement Office and volunteer leadership team of the Mohave County Community College Foundation (MCCF) weathered significant change in 2018-19. MCCF organizational structure was modified in July to reflect suggestions by legal counsel. Semi-autonomous Chapter Boards of Directors at each of the campus locations were relabeled Chapter Councils, and their functions were modified. The four chapter councils now serve in the capacity of advisory committees under the formal authority of the centralized and sole foundation board of directors. Nearly one year later, some members and volunteers still demonstrate miscomprehensions about the changes.

At the end of October, the relationship with the Director of College Advancement at the time was terminated. The College Advancement Office was reassigned to serve under the direct supervision of the Chief of Innovation and Transformation, who then acted as interim executive director until a new Director of College Advancement/Executive Director of MCCF was hired in March, 2019.
During that time, a gradual transition to a centralized procurement process using electronic Request for Purchase forms was implemented, consistent with recommendations of college business personnel, auditors, and best practices. Bank accounts previously held by individual chapters were consolidated into a single, central account—although the chapter-specific funds are accounted for in the ledger maintained by the Advancement Manager. The Chief of Innovation and Transformation, title recently adjusted to Chief Advancement Officer, maintains a very close connection to Foundation activities, sharing workload with the new director while they assimilate and reorganize the immense and somewhat chaotic body of knowledge associated with MCCF operations.

Despite personnel transitions, over $400,000 of scholarships were awarded this year, several new scholarships were enacted, a new endowment fund was established in Fall Term (Carolyn Bruce Spicer), and several successful Foundation events were concluded, including the following:

- Bullhead City (BHC) Service Area – December Holiday Craft Sale; March Connecting the Community (ConCom) Event
- Kingman (NCK) Service Area – Although the Kingman Chapter was inactive in 2018-19, established community events and organizations continued to support MCCF goals through donations.
- Lake Havasu City (LHC) Service Area – Fall Faculty/Staff Appreciation Day; February Love Around the World Dinner Fundraiser; April Donor Luncheon
- North Campus (NC) Service Area – Octoberfest Event

**MCCF Challenges and Opportunities**

Positive results reported in the 2018 MCCF financial audit were not accepted by the college auditor, requiring a “mini re-audit” performed by the college audit company. Ultimately, the original results were upheld, and the additional expenses were deducted from the amount paid the MCCF auditor. The MCCF Board agreed to use the same auditing company as the college in 2019-20. Another issue that has been corrected was the discovery that recorded copies of the agreement between the college and foundation were absent. A new MOU was drafted by the Chief of Innovation and Transformation and approved by the MCCF board in April. An important byproduct of the agreement is the insurance coverage extended by the Trust.

The gradual deterioration of employee participation in MCCF donations witnessed during the last few years was addressed at MCC Management Training in May (resulting in eighteen new members), with plans for a fun recruitment drive tentatively planned for All Staff Day in September. Tentative plans are underway to stimulate NCK Chapter activity with fun fundraisers. The LHC Chapter, showing signs of volunteer fatigue exacerbated by the death of long-time leader Kathy Hodel, will need attention; new Executive Director Lyn Demaret, a Lake Havasu City resident, has begun working toward solutions. The BHC Chapter shows positive levels of activity and is working on fundraising plans for the upcoming year.
North Campus Chapter activity appears to be on par with previous years, and plans for the upcoming year continue. Overall, the MCCF organizational culture is currently fragile. Relationships must be carefully tended, and the value of the organization must be rearticulated clearly and emphatically.

Several technical challenges are in the process of being addressed. A multi-user version of QuickBooks was recently purchased to enable direct access to the executive director, who plans to modify financial reports in order to make them easier to read and comprehend. New donor tracking software is under investigation. Transitioning personnel rendered the current software effectively unusable by staff, and the company has not responded to help requests. Membership lists have proven inaccurate, so efforts to rebuild are underway. Efforts to increase community outreach and friendraising activities have begun and will remain the highest priority. Exploration of alumni outreach is a planned for the upcoming year. Broken links in The Foundation webpage have been identified and plans for repairs made. MCCF giveaways will be ordered soon. Production of new hardcopy informational handouts will commence after the design phase is complete. A non-technical but externally-imposed challenge was the relatively poor investment return of the previous fiscal year, triggering a downward adjustment of expected investment payout policy better aligned with expectations of future investment returns.

The summer annual meeting on June 27, 2019 will see MCCF board elections, with the board President and Secretary positions opening. An MCCF Donor Dinner and Annual Retreat scheduled in Fall 2019 will provide a good opportunity to establish new, positive directions. Given implementation of MCCF organizational infrastructure, a new executive director, a new college president and two new executive officers, plans for new activities, and signs of interest in increased employee giving, the 2019-20 year holds great promise for creating increased activity and opportunity for students.

Concerning future plans that may be new to the new Chief Advancement Officer position, implementation of strategic planning activities would rank as an immediate priority. Identifying the philosophy and preferred approaches to external relationships and partnerships with the college president will be important, as will the general direction(s) of organizational transformation.
Bullhead City Campus

Executive Summary:

The Bullhead City Campus is thriving with opportunities for student involvement and community engagement occurring throughout the year. The campus community is heavily engaged in the Tri-State area and that affinity is returned through scholarships and sponsorships of college activities. Internal attention focuses on campus safety and a high standard of maintenance and care for facilities.

Student Life:

Student life has been very active this year on the Bullhead City Campus. The Student Activities Council (SAC) has hosted its traditional activities; Welcome Back Bashes, multiple student appreciation events, three outdoor movie nights, a speaker from the Navajo Code Talkers, and its annual College Daze event with activities, food, and fun. SAC created a strong partnership with the Skeleton Crew (Radiologic Technology) and Phi Theta Kappa (PTK) honor society. Together the clubs created a Harry Potter themed float for the Colorado River Women’s Council’s Boombox Holiday parade. It was such a success that instructors from both welding and auto have volunteered to help next year. The group also coordinated a clean-up of the nature trail on campus. The Art 112 Design II class created animal sculptures out of natural materials to be placed along the trail to decompose. The third collaboration was to work as student ambassadors for the campus’ ConCom event.

This year BHC’s student activities council has also encouraged some dormant clubs to re-activate (business and art), and new clubs have been formed (Bighorn disk golf and education). The business club has begun touring major business such as DOT Foods, and the art club has sponsored two art shows including the Tri-State High School Art Competition. The golf club has purchased disks that can be checked out by students for use on the course, and the education club had a strong presence at the campus’ ConCom event.

Traditional student life activities continued as well. The Rat Rod club held its annual car show in conjunction with ConCom; the Student Dental Hygiene Association held its Give Kids a Smile event; and SAC and PTK supported No More, Denim Day, and Wear Orange Day for teen dating violence awareness. The library continued its tradition of displays and speakers such as African American Heritage month, “Books are like chocolates, you never know what you’re gonna get,” “You are where you eat: how dining out defines Arizona,” and “In her shoes; celebrating women’s history.”

The Phi Theta Kappa honor society has also been revitalized this year. The chapter has three new advisors, Stacey Gilbert, Eric Osborn, and Vanja Velickovska, each of whom have earned the 5-star designation in just one year. The chapter also received the REACH award for membership development. This chapter has a 17% acceptance rate compared to 14.2% in the region and 10.3% in the division.
Community Engagement, Outreach, and Events
The Bullhead City Campus continues its tradition of strong community engagement through partnerships, outreach, and events. In partnership with the city, the campus continues to house a laboratory space for Pest Abatement Manager Dr. Joe Iburg. The BHHS Legacy Foundation retains its suite in Building 1100, and maintains an extraordinarily high level of support for the college, college programs, and students. This year BHHS Legacy donated $150,000 for scholarships for allied health students. In turn, campus staff volunteered for the Legacy Foundation’s Backpack Buddies event. In addition, the Goodwill Job Connection continued operations in partnership with the BHC Student Success Center and Hargrove Library staff, offering much-needed career services to students.
MCC’s dental hygiene department connects to the community in a significant way by holding public dental hygiene clinic at a significant discount for community members. Last, the BHC Campus demonstrated its commitment to community engagement by partnering with the Chambers of Commerce, area medical centers, mental healthcare providers, schools, and the county to sponsor many activities that complement the MCC mission, those which strengthen the position of the college within the region, and those which enhance college strategic goals.

This year has seen a rejuvenation in community education offerings at the Bullhead City campus. Courses include Upcycling crafting workshops, metalsmithing, CPR/BLS for healthcare providers, photography, computer classes for beginners, water color, ceramics, acrylics, drawing, conversational Spanish, and motorcycle training. Other events sponsored by the campus continue: The Pumpkinstfest drew large crowds this year, while MCC Shines remains a community favorite. Special for this year were the ribbon cutting ceremonies for the nursing virtual patient simulation laboratory and the BHC veterans’ center.

Foundation

The Bullhead City Chapter of the Mohave Community College Foundation partnered with the college for the second annual MCC ConCom (Connection with the Community) event in March. ConCom focused on community workforce development, bringing together area employers, the college, students of all ages, and the community in an atmosphere of fun. Over eighty stations were set up for college personnel and employers to help local secondary students explore jobs and educational pathways. This year’s event included the Rat Rod Car Show which drew many community members and two additional area high schools participated. MCC student ambassadors interacted with visitors, sponsors, and college personnel. Numerous college strategic goals were effectively addressed. Examples of positively engaged campus students and employees abounded. Post-event feedback, captured in electronic and written surveys was exceptionally positive.

The Holiday Fine Craft, Art, and Gift Sale is new to the foundation this year. Previously this event has been sponsored by the Art department at BHC, but upon the retirement of our resident faculty member Heidi Heckman, the foundation has assumed this sale. The community looks forward to viewing the art and making holiday purchases every year. Its continuation has had the pleasant unintended consequence of bringing new members with very positive energy to the local foundation.

Crisis Management and Safety:

Monthly crisis management trainings included a review of the BHC crisis management plan and Incident Command System (ICS) training, building vulnerability assessment, tour of shut-offs around campus, de-escalation training, two tabletop exercises conducted by the EMS Program Director, and Stop the Bleed and Nasal Narcan training.

While it is important to drill for big crisis events, the smaller ones are more likely to happen and must be prepared for as well. On May 7, all campus personnel attended a day long crisis management training.
The morning was devoted to breaking in to groups and role playing scenarios that have actually happened at MCC. These included events such as a student having a seizure, a drug overdose in a rest room, and an angry spouse looking for his/her partner. The afternoon was dedicated to a live walkthrough of a tabletop exercise conducted the month before. The situation was an explosion in the HVAC lab.

Facilities Projects and Improvements:
During the 2018/19 fiscal year, a variety of formal facility improvement projects were completed serving the educational, sustainability, safety, and community outreach strategic goals

Educational

2 new projects were completed to enhance student learning and success in spring of 2019

- 3 nursing faculty offices in the 900 Legacy Health Building were converted into simulation training rooms. 2 training rooms with state-of-the-art ‘patient’ mannequins connected to a central faculty observation room provides students with hands on training along with instant audio/visual feedback through installed camera systems.
- New evaporative coolers were installed in the auto repair lab of auto technology building 1000. Like a similar prior project in the auto collision lab, this allows for summer sessions to take place, reducing certificate completion times

Building Renovations

7 formal projects were completed to upgrade, enhance, and increase efficiency of existing spaces

- During July of 2018, the 600 building men’s and women’s restrooms were completely renovated with new lighting, flooring, counters, partitions, and fixtures to serve our students, staffs, faculty, and guests
- Also during summer of 2018, a large renovation of all spaces in the 500 building was completed. New flooring, paint, lighting, and furniture now provides welcoming and efficient classrooms and meeting spaces. Additional new furnishings for the central ‘commons’ area is projected to be installed during fall of 2019
- 3 air conditioning systems were replaced in the 500, 600, and 800 buildings due to poor operations and efficiencies
- As part of multi-year roofing upgrades, repairs and resurfacing with high efficiency silicone sealers was completed on 19,000 sf of the 600, 602, and 700 buildings by in-house staffs. Products applied are specific for low-slope (flat) roofing systems with inherent ponding issues to greatly reduce leaks.
- New automatic glass doors were installed in the main entrance of the 200 building to improve heat/cooling losses along with increased security and aesthetics.
- A new office was constructed in the Community Education Center of the 500 building to house the new programs manager
Exterior Renovations

- Along with ongoing landscape improvements and repairs, sealing and striping of the 300 and 1000 parking lots/drives were completed in the fall of 2018 as part of cyclical maintenance of all parking and driveway asphalt areas.

Safety

- A variety of new safety initiatives were undertaken this past year including the installation of new blood-born pathogen kits, bleeding control stations, and Narcan kits for first response of opioid overdoses. Monthly inspections and testing of all campus safety equipment is also completed by facilities staffs.
- Project to upgrade all interior room signage to ADA compliance is now underway with completion in June of 2019.

Community Outreach

A number of projects were completed to serve the community

- In January of 2019, study room 704 in the library was converted into a Veteran’s Center to provide local armed forces veterans with a meeting and collaborative space at MCC.
- With the assistance of the student activities council, improvements to both the campus Nature trail and Disc Golf course were completed. The nature trail saw new interpretive signage along the main trail and clean-up/improvements to both the main trail and offshoot skyline trail was completed with volunteers from SAC. The disc golf course also saw improvements with the funding assistance from SAC and MCC faculty/staff who have created a disc golf club for enthusiasts.
LAKE HAVASU CITY CAMPUS

Executive Summary

The primary focus this year at the Lake Havasu City Campus has been on increasing community awareness and providing support to businesses, educational partners and all constituencies. The committed faculty continued to deliver quality education to students, opening doors, changing lives, and improving the community. The campus staff is dedicated to providing exceptional customer services to all who seek help or information whether it be to potential students seeking admission or to internal customers by working productively and collegially with all departments. The campus leadership team which includes the campus dean, facilities manager, associate dean of instruction and the student services manager, meets each morning to discuss the day and any issues that need to be addressed. The Campus Communications Council meets monthly to share information from within and around the college, the Crisis Management team meets monthly or as needed, to discuss campus safety and the Events Committee meets quarterly to plan and discuss campus events.

Campus Facilities, Improvements and Community Usage

Improvements

This year was a year of renovation for buildings 100, 300, 500 1100 & 1200. A new welding program began in the fall of 2018. The seldom used sculpture lab in the 100 building was renovated to provide for the installation of 6 welding bays. The Welding Skills and HVAC labs received new training equipment and a new CTE classroom was set up and includes 3 computer workstations that can be shared by students in both programs. Rooms 303 and 304 were renovated for use as either classrooms, meeting rooms or designated as incubator or worker space.

Computer classrooms and the commons area in the 500 building that had not been refreshed in over 10 years was chosen for refresh from floor to ceiling. The addition of LED lighting throughout provided much needed light in a building without natural light. Old desks and chairs were re-placed in the 6 refreshed classrooms. Computer equipment was updated in 5 class rooms. The MAC lab used by the Visual Communications program was moved from the electrical controls room in the 100 building to 506, a computer lab classroom. This room now has 12 MAC’s and 8 PC’s and can serve the technology and educational needs of both the Visual Communication and Community Education classes. Ceiling mounted projectors and screens in 5 of the refreshed classrooms were replaced with wall mounted LED monitors which will allow faculty to leave overhead lights on during presentations so that students can more easily read supplemental materials at their desks or take notes. Two labs were fashioned in the 1100 building to accommodate two high-fidelity Simulation Manikins for the nursing program.
A room was built on the north-east corner within the 1200 library building that gave veteran students a military friendly atmosphere that allows them to work on assignments, attend study groups, and socialize with others who share the same life experiences.

The use of inmates continues to be an important part of the labor force at the campus. All of the work done at the campus could not have been accomplished without the help of these workers.

Use of the Campus by Community partners.
LHC continued to be of service to the community by approving use of classrooms, meeting rooms and multipurpose rooms for 22 community partners and constituents: Mohave/LaPaz County Community Services Workforce, Milemarkers CBIT Training Workshop, Allied Arts Council, Senior Jammers, SBDC-Doing Business with Government, Mohave County Food Managers Class, WALETA Dispatch Academy, Sunrise Hospital, Sunrise Rotary, Leadership Lake Havasu, CEFL, Southwest Behavioral, Young Adult Development Association, Inspire Church, Kingman Regional Medical Center, Kingman Police Dept., VITA Tax Prep, Women of the Word, STAND Youth Leadership, WAVE-JETED, NAU
Crisis Management and Safety

Two-hour trainings were offered to staff and faculty in January on Opioid Overdose/NARCAN administration and Stop the Bleed. Attendance was great at each training. The NARCAN and bleed control stations were installed next to the AEDs on campus. In April, twenty-two staff and faculty received First Aid and CPR training. Each month the Crisis Management Team engaged in an active learning table top exercise. These exercises related either directly or indirectly to an actual incident that occurred on campus, to an exercise that prepared the team to handle a future event already scheduled or to a hypothetical incident that could be totally unexpected. Emergency notification systems tests were conducted each month that the service was available.

Community Engagement, Recruitment and Campus Events

Annual Events
The Lake Havasu Campus events were quite extensive this year. The fall events began with a successful LHC Halloween Spooktacular that welcomed over 1000 parents and children. MCC shines attracted 150 members of the community who watched youngsters from the Havasu Ballet perform. The first AZ Humanities program of the year -Navajo Code Talkers drew over 200 people from the community. The second AZ Humanities program Arizona in the Movies drew an equal number of community participants. The next 2 had equally impressive participation. The London Bridge Days parade this year again featured the MCC 18 wheeler from the Truck Driving Program and LHC students, faculty and staff participated.

Campus Advisory and Community Events
At the fall Campus Advisory Council luncheon twenty-five individuals from law enforcement, social service agencies, education, fire services, the city of Lake Havasu and local businesses provided feedback and recommendations. In March the Chamber of Commerce morning exchange meeting brought 42 businesses to campus for a breakfast meeting. LHC was represented at the Chamber of Commerce Block Party, Legends of Route 66 event at Lake Havasu State Park, ASU Event for Foster Families, Pima Head start and at Chamber morning and evening events. Either negative press or no recognition at all by the local newspaper changed this year through the efforts of MPIO and staff efforts to become more involved in the community. Attention by the local press was given for college and campus participation at events as well as the foundation’s success with events and fundraising for scholarships. At the State of the State Luncheon held this year in Havasu one of the topics of the Governor’s speech was job creation and he pointed out the many career and technical education opportunities available at MCC. The campus was recognized along with other educational partners by the Lord Mayor of London during his visit to the London Bridge. And campus staff regularly attended monthly coffee with the mayor that is videotaped and aired on a local channel.
Educational Partners
MCC staff, including the college president and campus dean, the ASU Havasu director and staff, the LHUSD superintendent and the mayor elect met at the campus to discuss how all entities are currently serving the LHC community. For our efforts to improve relations with ASU Havasu, the campus dean was presented with an MVP, Most Valuable Partner award at the ASU Havasu spring awards ceremony. Havasu Preparatory Academy brought 30 fourth graders to campus for a tour and visit with the dean and associate dean. Fifteen Lake Havasu High School Special Needs Students visited and toured the campus.

At the annual LHHS Evening of Excellence 9 students were awarded and accepted scholarships. The LHC hosted Mathlympics, an annual celebration of mathematical proficiency and friendly competition. Mathlympics gives local high school students an opportunity to compete and receive recognition for their accomplishments. Students from 8 high schools in each of the southern districts of Mohave County as well as Laughlin and Needles participated this year and for the 12th year, Lake Havasu High School won the competition.

MCC-LHC Foundation Leadership and Growth

The LHC foundation group experienced a great loss at the beginning of the year with the passing of a long time member who had been instrumental in helping raise thousands of dollars for student scholarship as well as campus resources. In spite of that loss, the foundation was able to raise more than $12,000 at its annual fundraiser. They also planned and executed a successful donor luncheon with the participation of more than 60 donors and members. The group will go through a major transition as the new structure of the overall foundation is implemented. The future of the current group is uncertain because several have indicated they do not plan to continue into the next year.

Student Life and Leadership

Student Activities
The Lake Havasu Campus Student Activities Council sponsored 2 very successful Welcome Back and Club Fair events. The active clubs on campus were well represented, along with Financial Aide, Veteran’s Services, Student Services, and the Student Success Center. SAC voted to donate $5,000 for the development and furnishings for a veteran’s center in a space in the campus library that was designated for this initiative. This year there were more veteran students at LHC than any other campus. SAC and other clubs participated at the Halloween Spooktacular event, London Bridge Day’s parade and the holiday event, MCC Shines. PTK sponsored an “apple for the teacher” appreciation brunch and several student events during the year. PTA club sponsored a “Brain Food” event that provided student with healthy snacks during mid-term and finals weeks. Two new clubs have formed this year, Veterans Club and Poetry Club. The Art Club sponsored a photo and digital art show that ran through the end of the fall semester. SAC sponsored ribbon cuttings for the new Veterans Center and Nursing Simulation Lab. Participation at both events included the LHC Mayor, members of the MCC board of trustees, MCC foundation board, members of the
medical community, veterans’ services organization reps, local fire chief, social service agency reps and the veterans’ court judge.

**Student Recognition**
At this year’s student recognition an estimated 100 people attended, including 70 students and their guests, 15 faculty members, 4 members of the foundation board and others. Lake Havasu City Campus recognized students for outstanding academic achievement and outstanding leadership. The LHC Faculty and Staff presented a total of 96 awards; 56 for Outstanding Achievement and 30 for Outstanding Leadership. Nine students received the pinnacle award for academic excellence and service to the college community and Jillian Usher received the Dean’s award for academic excellence and integrity: demonstrated scholarship ability; and dedicated leadership and service.
Neal Campus Kingman

Facilities Projects and Improvements
The Neal Kingman Campus (NCK) Facilities Department, contributed in part or in whole the following improvement(s). We replaced roofing for Building 107 and Building 401/402. Facilities focused on refreshing the west side of campus with new construction of Building 600 and remodeling Building 500.

Ground improvements of buildings 600, 500, 401/402 and remodeling of 500 building
- Design and installation of water management and landscape project included flood management through the west courtyard.
- Building 500 Phase I included removal of interior pony wall followed by classroom installation of flooring, paint, and LED lighting, window treatment, ADA compliant room signs and installation of new classroom furnishings.
- Building 500, Phase II included the installation of improved LED lighting in common area and select locations, paint and sound management materials.
- The building 500 remodeling provided the NCK an additional venue for larger events.
Detroit Avenue Center (DAC)

The DAC received building improvements including painting interior and exterior, landscape improvements, new Bighorn MCC banners, interior signage and artwork.

Construction of new building 600

- Newly constructed 600 building will house the New Electrical Program, Fitness center, Electrical Training Lab, and Two Multipurpose Classrooms (with zooming capabilities).
SAC Building 1000
  o Remodeled of interior and exterior for NCK’s SAC to utilize for Student Government meetings and small student club meeting(s)/events.

SAC Observatory
  o The NCK constructed an Observatory building located in the middle of the campus. The grand opening was October 2018 with over 325 people in attendance.
  o MCC’s NCK collaborated with Research and Education Collaborative Occultation Network (RECON) at the University of Colorado. They provided their telescope with a computer system capable of setting a coordinated view and track any targeted star, constellation, planet, satellite, and comet for their national occultation campaign thus providing the NCK Observatory with two telescopes.
**Student Life**

Student life on Neal Campus-Kingman was very busy with hosted activities. Similarly, the dedication of the SAC executive board enabled student life on the NCK campus to thrive.

MCC Student Commencement Speaker, Alex Chadsey, was the 2019 recipient of Kathy Hodel award, All-Arizona Academic Team member, and President of Phi Theta Kappa Honor Society – Kingman Chapter.

As an All-AZ Team member, he will be able to attend any public university in Arizona at no charge. He has chosen to attend Northern Arizona University and pursue his Bachelor’s in Public Administration. When he was in high school Alex did not think he would be able to attend college. “But MCC makes it easy to start working toward having a college degree,” he said. “Without MCC, I would not have started my path towards getting a degree, simply because of the price that universities cost.” He eventually plans to gain the skills to run a non-profit, and obtain a senior leadership role in a church.

The combination of campus stability and a strong SAC exemplified the multitude of campus events open to not only students but also the public. SAC sponsored over 30 events and student activities in the past year, several of which were open to the public. Public events such as Boomer’s Spooktacular Candy Adventure, MCC Shines, and the Spring Art Show just to name a few.

The NCK joined the City of Kingman League with a co-ed Basketball team. The MCC basketball team went 7-1 during the regular season and finished second in the division. This makes it back-to-back seasons where the team has finished in second place out of six divisional teams.

The team also made it to the championship game this season and lost by four points (55-51). This is the second year in a row that the team has made the championship game(s) and in 2017, they won the championship.
Boomer’s Spooktacular Candy Adventure brought many families to the Campus for candy, fun and games.

NCK hosted MCC Shines where Mr. and Mrs. Santa Claus and helpers entertained over 300 children.

Phi Theta Kappa recognizes academic excellence in two-year colleges and is the world’s largest and most prestigious honor society serving two-year community colleges. Phi Theta Kappa Neal Campus – Kingman Chapter recognized our 2019 graduating students with a 3.5 or higher grade point average during the ceremonial presentation of the Stole and Tassel.

Michelle Diaz, Surgical Technology Program Director presented how the United States and, particularly, MCC provides training for surgical technicians. NCK hosted Kingman 66 Rotary lunch with visiting Ukraine doctors as pictured on the left (not in order) Campus Dean Fred Gilbert, MCC instructor Michelle Diaz, Ukraine doctor Andrii Prudyvus, Nataliia Kalmykova, Roman Kolontai, Iryna Lytovchenko, Natialiia Ruzhnitska, and Olga Tkachuck.
The MC4 Computer Club’s tech recycling drives were a huge success. MC4 Computer club hosted a recycle drive to collect unwanted or broken electronics from the community. They filled two trailers – one in Kingman and another in Bullhead City. In Kingman, MC4 teamed up with the City of Kingman Public Works Department, while in Bullhead City the club collaborated with Goodwill.

MCC collaborated with Kingman Unified School district (KUSD) for the first annual Career Fair pictured on the right.

**NCK Fall 2018 Events**

**August**
- KAOL Collaboration meeting for Dual Enrollment 2018-2019 school year
- KUSD Collaboration meeting for Dual Enrollment 2018-2019 school year
- Mohave County Sheriff review for Campus Training
- Unisource meeting
- Rotarian Scholarship Meeting

**September**
- ALL MCC Staff Day
- Kingman 66 Rotary lunch with visiting Dr.’s from Ukraine
- NCK Welcome Back Bash sponsored by Student Activities Council (SAC)
- NCK Library Writer’s Lunch co-sponsored by NCK Library and SAC
- NIGP Grand Canyon Chapter meeting
- KABAM, Author Adam Rex book signing and movie showing
- Small Business Development Center: How to Raise Capital for Small Business
- Fall Festival Transfer Fair
- Unisource; Think inclusively Workshop
- MCC Staff and Faculty Title IV annual training

**October**
- Opioid Symposium sponsored by ASU Colleges, Mohave County Public Health and MCC
- NCK Chat with President
- NCK Library Research Workshop
- T.G.I.F. Crusin’ Back to the College Car Show presented by AZ Claus Cause
- MC4 Computer Club Gaming Event
- NCK Phi Theta Kappa Orientation
- Kingman Academy Of Learning National Honor Society Induction Ceremony
- Small Business Development Center: FranNet Seminar
- MCC Paint the College Purple: Domestic Violence Awareness Group Photos
- ASBAIT Onsite Flu Preventative Clinic for Employees
- NCK Crisis Management presents: Kingman Police Department Opioid Training
- NCK Boomers Spooktacular hosted by Student Activities Council
- AIM Project Juvenile Probation Department Tour of MCC NCK

**November**
- Kingman Unified School District Career and Technical Trade Fair with Mohave Community College
- NCK Art Club Fall Art Show at 544 E. Beale Street, Kingman AZ
- Bighorn Café Friendsgiving Potluck
- Small Business Development Center: Tax Reform Seminar
- AZ Speaks – The Woman Who Shot Cowboys: Rodeo Photographer Louise L. Serpa co-sponsored by NCK Library and Student Activities Council (SAC)
- MCC Governing Board Meeting
- Friendsgiving Potluck Dinner sponsored by Nana’s Catering and Bighorn Café
- OVIS Issue 3 Release Party hosted by OVIS and NCK Library
- WAVE/JTED Parent Night sponsored by Student Services
- University of Arizona: Chasing Black Holes sponsored by MCC Libraries

December
- MCC Shines with Santa and Mrs. Claus; sponsored by NCK SAC and AZ Claus cause
- NCK Campus Advisory Council luncheon sponsored by Dean’s Office
- ASBAIT Onsite Biometric Screening for Employees
- Documentary viewing: Bees – Tales from the Hive sponsored by Bighorn Science Club
- NCK Observatory Soft Opening sponsored by Student Activities Council
- Registered Nursing Pinning Ceremony
- Nursing Assistant Program Pinning Ceremony
- ASBAIT Mobile Onsite Mammography screening for Employees
- NCK Staff and Faculty holiday lunch reception
- LATTE sponsored by CELT and Distant Education Department

NCK Spring 2018 Events

January
- Mohave County Co-Jet Court and Probation 2-day Conference
- NIGP Grand Canyon Chapter Meeting
- Open Meeting Law Training
- NCK Welcome Back Bash sponsored by Student Activities Council (SAC)

February
- City of Kingman Transit Authority Council Meeting
- Wear Orange4Love Day raising awareness about teen domestic violence/dating abuse
- MCC Staff First Aid/CPR training
- MCC President’s Council
- NCK Art Club; Rock Painting Event
- AZ Speaks: Taking your German father to a Nazi camp presented by Professor Gjörn Krondorfer; co-sponsored by NCK Student Activities Council
- Kingman Middle School, 7th Grade tour

March
• Kingman 66 Rotary; Scholarship luncheon
• Northern Arizona University Transfer Days
• KUSD: White Cliffs Middle School 7th Grade tour
• NCK Chat with the Interim President
• MCC District Governing Board Meeting
• NCK Phi Theta Kappa Orientation
• NCK NARCAN Training by Kingman Police Department
• NCK Phi Theta Kappa Induction Ceremony

April
• MCC President’s Council
• OVIS Contributor Workshop
• NCK Observatory RECON Campaign 16FH13
• NCK Bleeding Control staff/faculty training by Kingman Regional Medical Center
• MCC Presidential Candidate Meet and Greet
• NCK Phi Theta Kappa Stole and Tassel Ceremony
• Emmanuel Christian Academy, Kingman Blended Learning; 7th and 8th Grade tour

May
• NCK Student Recognition Luncheon
• Nursing Assistant Pinning Ceremony
• Summer Bridge (May 28 – June 27)

June
• Kingman Economic Development Summit sponsored by SBDC and City of Kingman

**Campus Safety and Crisis Management**
All training and practices contribute to the overall productivity of the department and enhance the campus environment to provide a safe and healthy learning atmosphere for MCC students, staff and faculty. Each building is equipped with the following: First Aid Kit, Emergency Light Center, Fire Blanket and fire extinguisher, NARCAN (opioid overdose inhalant) and Bleeding control stations.

The NCK crisis management team provide MCC Staff, Faculty and SAC Officers training for “Opioid Overdose; NARCAN administration” presented by Kingman Police Department and “Stop the Bleed” training presented by Kingman Regional Medical Center. Additionally, NCK held two First Aid and Cardiopulmonary Resuscitation trainings in fall and spring. Resulting in the following staff for NCK and District trained for each specific training: NCK: NARCAN; 22, Bleed control; 24, First Aid and CPR; 37. District: NARCAN; 22, Bleed control; 22, First Aid and CPR; 25.
Lucinda Leugers along with other Crisis Management team members completed the FEMA, MAG 300 training, and NCK Crisis Management Team attended the Mohave County Sheriff Active Shooter Response plan training.

NCK Welding booths pictured to the right received an electrical safety over hall this past fall.
North Mohave Campus

Executive Summary

The North Mohave Campus celebrates its accomplishments and looks forward to a bright future as the college solidifies its place in the community. As with the college at large and the local community, NMC is in flux. However, the campus is poised to meet the needs of a growing community, and will continue outreach to feeder schools, improve crisis management planning, and connect with the constituents of the Arizona Strip.

Student Life

This year’s student activities council brought a high level of leadership and enthusiasm. The group participated in and organized the following events: Fall Welcome Back Activity, Santa Pictures at MCC Shines, Chocolate for Finals Week, Spring Welcome Back Activity, and Spring BBQ Bash. New, innovating ideas were infused into events such as volley ball, cornhole, welcome booths, pop’n music, and more. The Student Activities Council push for improving student engaging in campus life.

As for clubs, PTK experienced a rebuilding year due to a resignation of the advisor in the fall and a new faculty volunteer in the spring.

Transformation of Local Cities and Community Engagement

Keeping a finger on the pulse of a drastically changing community is important. Colorado City and Hildale have been transforming due to changes in property ownership, newly elected city officials, new leadership in the Marshal’s office, and an exodus of long-time citizens coupled with an influx of new people. In short, the local culture and economics are being revitalized. NMC is poised to play a vital role in serving the area through this growth. For example, on October 12, 2018 MCC’s new 500 building hosted the community in celebrating the approval of the Colorado City subdivision project. The subdivision allows deeds to be issued in Colorado City for the first time in 60 plus years. Relationships continues to develop with community partners through high schools, city government, and local businesses. The following initiatives serve this purpose:

- Partnerships have been developed with educational institutions such as Masada Charter School, El Capitan High School, Centennial Park Academy, and Water Canyon High School. On March 12 in the new 500 building, NMC hosted seniors from the three high schools. The event discussed career planning, college readiness, higher education pathways, and more. Also, on February 7th Masada Charter School’s 9th graders attended an event where they participated in an interest survey, career planning, and benefits of high education. Furthermore, MCC staff have hosted FAFSA nights in the neighboring communities of Fredonia and Beaver Dam.
- In December NMC hosted a community advisory luncheon with the aim to serve local constituents. Many local business leaders, city officials, educational leaders, and the movers & shakers participated in the event. A discussion ensued on how MCC can better serve the community.
• NMC continues to plan a local business incubator. Many discussions with the MCC Foundation board and Matthew Zitting, a local entrepreneur, move the idea forward as well as connections with UZONA Chamber of Commerce. MCC’s Small Business Development center joined the conversation in April when it toured Dixie State University’s small business innovation center.
• NMC has become the center for local events because the new 500 building, Vermillion Hills Room, has been utilized by organizations such as Plus One Company, Primary Residential Mortgage, Mohave County Tax Commission, Mohave County Economic Development, Mohave County Voting, Colorado City Marshal’s Office, UZONA Chamber of Commerce, Creeker’s Foundation, Blood Drives, Washington County Workforce Services, and more.
• NMC Foundation continues to connect to the community providing fundraising and support for MCC. Foundation membership has increased due to the Oktoberfest Membership Drive in the fall. In the spring the board hosts a member only event thanking members for support. The Foundation chapter is healthy.

Campus Safety and Crisis Management
Campus safety and emergency preparedness is a high priority. NMC continues to provide training and regular meetings keeping staff and faculty equipped to maintain a safe campus. Some of the years activities include:

• The Dean and Instructional Supervisor attended a NIMS training in the fall in order to align with Federal crisis management procedures.
• Stop the Bleed and NARCAN kits have been installed in the 100 and 500 building as a resource for possible emergency incidents.
• Provided training for staff and faculty training for NARCAN and Stop the Bleed kits.
• The Crisis Management Team meets monthly to keep training and procedures up-to-date.
• Each semester faculty are trained at orientation on the up-to-date topics of emergency and safety procedures.

There has been a large number of new faculty and staff employees. Specifically, the Campus Dean, Instructional Supervisor, Office Technician: Enrollment, Academic Advisor, Biology Faculty, English Faculty, GED Faculty, and Nursing Lab Assistant. The NMC team is in flux along with the local community and college at large. As a result the campus has conducted team building and training exercises. A healthy campus culture and the NMC team are vital.