Office of the President

Executive Summary

As the academic and fiscal years come to an end, the College presents this 2019-2020 Annual Report to the Board of Governors the Mohave Community College (MCC). In accordance with MCC Policy 5.020, et. Seq., the enrollment and employment numbers regarding students and faculty are provided, followed by operational reports from all college areas. This year was interrupted by the COVID-19 crisis and all subsequent reports should reflect the incredible fortitude and perseverance of the faculty, staff, and students of MCC to not only manage the crisis, but accomplish many other goals and tasks during the year.

During the All Staff Day in September of 2019, I introduced the desire for Mohave Community College to **Rethink, Reengage, and Recharge**. My ultimate goal was to kick-start conversations around refocusing the College, with concentration on our internal abilities and desired growth as well as our commitment to serve our communities. This Summary provides a peek at the work accomplished this year and lays a foundation for all reports thereafter.

**Rethink:**

I am extremely proud of the MCC team, under the leadership of Shawn Bristle and Laurel Clifford, for their work on creating a new vision of the future through the strategic planning process. As you will see in this report, the process was inclusive and involved many community leaders from across Mohave County. The newly created “Student Experience Statement” should be seen as the primary guide upon which the plan was built. The goal was to keep student and community success at the forefront. The Vision and Mission statements, for your review and approval, are:

*Vision Statement:*

*Improving lives. Improving communities. Bridging possibility to purpose and prosperity.*

*Mission Statement:*

*MCC serves our communities, empowering students to succeed through innovative pathways and quality education.*

Along with this, the MCC team developed four key strategies. Each strategy reflects a commitment to serve more students, help them be successful, serve our communities through robust partnerships, and build an organizational framework to support all student- and community-oriented activities. Those strategies are:

- Strategy #1: Enrollment for All
- Strategy #2: Academic Programs and Workforce Development Partnerships
- Strategy #3: Holistic Approach to Student Success
Overall, I believe the plan will appropriately guide our work over the next six years. It is a roadmap to institutional success with identified key performance metrics that will inform milestone measurements.

Reengage:
This year was also about community engagement and reenergizing Mohave Community College’s visibility and connections throughout all the communities it serves. There were more opportunities for MCC to participate in discussions related to economic development, new concurrent enrollment strategies with our K-12 partners, and statewide Achieve60AZ initiatives with local government and industry leaders. These efforts will continue, as emphasized in our new Vision and Mission statements, to provide a strong connection between MCC and the communities we serve.

As part of MCC’s duty to represent our college and our county constituents, MCC and the other Arizona community colleges were extremely visible and involved at the state capitol this year. There were potential additional rural community college funds available as well as the Governor’s allocation of $800,000 to MCC as part of the advanced manufacturing training initiative. Unfortunately, COVID-19 interrupted the legislative session and only a “skinny” budget was passed prior to an early adjournment. We remain optimistic that future positive state revenue gains will yield some much-needed funds to career and technical education development at MCC.

Recharge:
As a product of the strategic planning process, MCC created four Values to guide us on a daily basis. As the President of MCC, I am extremely excited to work with a talented team to achieve each value. The MCC Values are:

- Create the Future
- Engage Fearlessly
- Build Together
- Live Authentically

To complement these Values, MCC adopted the Circle of Care philosophy and introduced a method to allow for timely recognition of the outstanding work our faculty and staff do every day for our students. I wish to thank Jennie Dixon and her team for the work they have done behind the scenes to establish new philosophies, provide the necessary training, and initiate new recognition programs for all employees.
Other Success Stories:

During the 2019 legislative session, one-time-only (OTO) funds, amounting to $1.15 million, were allocated to Mohave Community College to help enhance career and technical education across our service region. Through a deliberative approach, roughly 50 ideas from faculty and staff were received. The Board of Governors approved a majority of the funds to be spent on a new welding training center in Bullhead City. The remainder funded new and upgraded equipment for welding, dental, and the HVAC programs as well as new equipment and renovations of lab space for the Radiologic Technologies program.

Academic year enrollment numbers increased over last academic year and we witnessed an 18% (rough numbers) gain between Summer Session 2019 and Summer Session 2020, even with the COVID-19 crisis. It will be important to maintain growth in order to provide a larger skilled workforce and help high school students get a jump start on their college career at a lower tuition rate. Therefore, as part of the Strategic Plan’s Strategy #1: Enrollment for All, MCC will engage in a strategic enrollment planning process and identify key approaches specific to overall enrollment growth, including higher retention and completion rates.

MCC’s IT and Student Services departments were successful in the new J1 (Jenzabar) implementation. This new module will provide a better platform for students to navigate when negotiating program planning and advising. Additional module implementation aimed at improving budget management and recruitment are now under consideration.

Instructors in MCC’s Career and Technical programs initiated a “Goodwill” campaign and approached many industry leaders to seek input on program achievement and possible necessary adaptations, desired competencies of our graduates, and identify future needs. This type of community engagement will help MCC improve its current programs and identify new programs required by the various business and industries.

Annualized Enrollment and Faculty Employment

The following is a report on annualized enrollment and faculty employment. The enrollment data has not been audited and does not represent additions or deletions occurring June 1, 2020, and June 30, 2020. The final report will be sent to individual board members when the enrollment data is finalized.

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Office of Instruction  
Executive Summary

The 2019-20 academic year has been productive. As one can be read throughout this Year-End Report, 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. New colleagues quickly became an integral part of the team and are participating fully in the Office of Instruction’s efforts to engage students and improve success more fully.

Competency-Based Education (CBE) and Transitional Math (TRM) continue to move in a positive direction. Faculty are fully engaged in improving these programs. Health Profession programs continue to produce top-ranked graduates and directors and faculty are involved in state and nation-wide professional development. Staff and faculty are constantly involved with MCC’s transfer partners and participate fully in the Arizona Transfer Consortium. Most of the Career and Technical Education (CTE) programs continue to be extremely popular, and we are expanding where ever we can.

There continues to be a particular 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 that full-time and adjunct faculty are consistent in delivering the most engaging and comprehensive lessons. DE offerings continue to grow, assuring that 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.

It is with special pride to report faculty and staff worked tirelessly to move classes online due to the Covid-19 crisis. With limited time, faculty succeeded in moving face-to-face course materials into Schoology, and maintained Zoom sessions to engage students and keep them moving towards success. Creative solutions such as ordering Blue Apron culinary kits for students to cook at home and video for the CUL classes is only one example of the great efforts put forth. Unfortunately, many CTE courses dependent on lab spaces to demonstrate competency had to be closed, and incomplete grades (I) had to be issued. As of this writing, labs will be opened on a limited basis in late May 2020 for students to complete the Spring semester.
Curriculum and Assessment
MCC faculty and staff participated in 35 statewide Articulation Task Force (ATF) meetings. 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 General Education (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 2020-21.

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

- Sixty-nine course packages
- Nineteen course retirements
- One program retirement
- Twenty-three program modifications

Transfer Partnerships
- Twenty-one partnerships are in place, including the three state universities.
- Three new agreements are in process.
- Fall Transfer Fair attendance: three partners attended Bullhead City; four attended Lake Havasu; five attended Kingman
- Webpage updates included transfer partner 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
- Nineteen 2017-18 Cycle of Learning reports
- Nineteen 2017-18 Cycle of Learning reports feedback rubrics provided to faculty
- Forty-four 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
With college-wide coordination, the catalog was revised, updated, and reviewed in preparation for the 2020-21 academic year.
Center for Teaching and Learning (CELT)
Professional Development

CELT continues to provide faculty with relevant professional development opportunities. These opportunities include in-person and small group training, online support, and access to national teaching conferences and instructional webinars.

CELT developed supporting documentation (handbooks) for Online Faculty, Master Course Builders, and instructors teaching a section of a Master Course.

CELT has created two additional online courses - an Americans with Disabilities Act (ADA) and an Online Faculty Certification (OFC) courses. Full-time faculty were required to complete the ADA course this year, with adjunct faculty scheduled to participate in the course during the next academic year. The ADA course is offered monthly through the fall and spring semesters, with a maximum enrollment of 20 instructors per session. May 2020 was the last session of this year.

The OFC course was piloted with newly hired online faculty and served as a new hire orientation course. The course has received positive reviews. During the spring semester transition from on-ground to online offerings, CELT enrolled full-time and adjunct faculty into this course to prepare them for the change in modality and to ensure the continuity of instruction.

To better assist adjunct faculty, CELT extended support hours beyond the regular workday with drop-in Zoom sessions offered in the evening – three days a week. The sessions covered such topics as Schoology, online course design, Zoom, and Screencast-O-Matic training. CELT integrated the Respondus Lockdown Browser monitoring software into Schoology during the on-ground to online transition to provide a means for MCC to conduct proctored testing sessions. The team provided Respondus training and support for Respondus.

Faculty may now schedule a virtual help session, with an individual CELT staff member, by visiting the Faculty Support Connection calendar located in myMohave. Located in the same area as the calendar is the Professional Development calendar, which allows faculty to reserve a seat in any of the courses offered through CELT. Both of the interactive calendars were developed through a collaboration with the Information Technology department.

New Initiatives

To improve consistency, ensure course learning objectives are met, and promote the success rates of students in high school enrollment, online gateway courses, a master course initiative was developed. This year our first cohort of Master Course builders consisted of 13 faculty members who collectively created nine master course shells.

These course shells are offered during the 2020-21 academic year. MCC now has 15 master courses, and the current build process calls for continuous improvement each semester a course is taught.

A final highlight of this year is the development of an online course Dual Enrollment pilot program. This initiative started with three Kingman area high schools, which will expand to include all area high schools associated with MCC campuses in 2020-21.
Library Services

MCC Libraries had an eventful and busy year having designed and added new resources, participated in campus activities, sponsored college outreach events, and collaborated with other agencies.

Librarians and library staff presented 72 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 successfully.

Staff also conducted on-ground and virtual workshops throughout the semesters. Workshop topics included: library resources and services, developing a research topic, the research process, evaluating resources, and the legal use of information. Library Service’s goal was to facilitate our students’ understanding and use of the global information environment and to prepare them for life-long learning.

MCC Libraries continued to serve each of the campus communities through the provision of resources and services that met students, faculty, and other patron demands. During the 2019-20 school year, students, faculty, and community members checked out over 8,326 physical items and accessed 58,963 digital resources. New developments in this area include the ongoing acquisition of resources for the college’s CTE programs, including industry-standard textbooks and resources for the new Electrical program and an industry database for the Welding program.

In its mission to provide support to faculty, staff refined the Embedded Librarian modules in Schoology. Rather than linking to pre-existing content on the Library’s website, Information Literacy modules were embedded directly within Schoology courses. Information Literacy concepts and skills are presented following the OSCQR rubric, which strives to be "learner-centered and well designed" by integrating interactive elements.

The Library purchased technology upgrades in the 2019-2020 academic year to simplify access to digital resources. LibGuides CMS (LibApps LTI tool) allows instructors to integrate library content directly into MCC courses, creating a work environment where students can access digital content while remaining within the Schoology platform. This access provides students better access to reliable research sources and increases the use of library services. The software upgrade also included an improved statistics package that allows Library staff to better track usage and customize webpages with JavaScript and CSS code.

One final technology upgrade the Libraries made was a chat service that integrates with the existing content management system. This upgrade allowed the adaptation of library services to COVID-19 precautions quickly. In addition to the pop-up chat feature, the service also offers a phone number to text, a place on the website to submit questions, and a searchable bank of frequently asked questions (FAQ). Library staff received positive feedback on the new service from students, faculty, and the public and look forward to continuing it even when normal operations resume.
The Libraries continued to host Arizona Humanities presentations through the AZ Speaks and FRANK Talks programs for a total of 12 events. Encouraging people to complete the 2020 U.S. Census, the Libraries hosted several Census Bureau presentations covering current and historical aspects of the Census and complemented available information. Library events that were hosted in-person on the southern campuses were broadcast on Zoom whenever possible to ensure access for Distance Education and North Mohave Campus students.

Several notable events occurred during the year. The Libraries applied for and received a grant to host a traveling Smithsonian exhibit entitled *Voices & Votes: Democracy in America*. The college was chosen as one of five host sites in Arizona due to its local story of the internment of Japanese-Americans at Poston, Arizona. Library staff are creating an exhibit featuring this story with Blaine Hamilton serving as Project Director, and Pamela Galovich facilitating the exhibit on the Lake Havasu City campus. Programming related to the exhibit will be available on Zoom for all campuses.

Kingman librarian Erin Roper was selected for the American Library Association’s (ALA) Emerging Leaders program. Erin continues to work with a small group of librarians from across the country to analyze ways to improve diversity and inclusion in library instruction and the field of academic librarianship. The group expects to present its findings at the ALA 2021 Annual Conference.

Due to the benefit of last year’s first Library Staff Day, the Libraries continued to meet in person before each semester in order to discuss projects and issues, provide training on items such as the APA 7th edition updates, and complete team-building activities.

The Libraries also distributed a survey that asked respondents to rate their satisfaction with various library services, indicate which services were most important and provide an opportunity for suggestions. 364 responses were received and staff are reviewing which improvements can be implemented.

MCC Libraries will continue to innovate new ways to deliver instruction in information literacy and critical thinking skills to MCC students. Our mission is to empower students to use information effectively in all its formats and to support the intellectual and professional needs of staff and faculty.
Career Technical Education (CTE) Programs
Career and Technical Education Programs performed strongly overall in 2019-2020. The programs continue to work to strengthen enrollment so that they can obtain full capacity. During the Fall semester, all instructors were sent on a “Goodwill Tour” to meet and communicate with businesses in Mohave County related to their respective fields of study. Over 200 businesses and organizations received visits from faculty and staff from the CTE programs. This type of outreach will be a new annual expectation for the programs moving forward in order to continue to build relationships within our communities.

Auto Collision (ACT)
Auto Collision achieved its highest enrollment in the past five years with a full class of traditional students and ten concurrent (high school) students operating in a separate cohort. The program’s three certificate setup has helped with student completion as traditional students can complete a certificate each semester, and high school students are able to complete one certificate per year. Thus, a junior student would be able to complete one certificate junior year, one certificate senior year, then attend the following summer and complete the third certificate. Despite the COVID-19 challenges, faculty Richie Mitten was able to devise a method for this scenario to continue, provided summer lab work is allowed on campus.

Automotive Services (ASE)
Automotive Services experienced decreased enrollment this year, and faculty Jim Morris has modified his teaching schedule for Fall 2020-21 in the hopes that will alleviate the issue. The revised schedule will also allow for a cohort of high school students. The program continues to have high success rates for those students in the program. ASE testing has been delayed due to COVID-19, but will resume as soon as college testing center services are back in operation.

Community & Corporate Education (CE)
Community and Corporate Education had an excellent academic year. Enrollment was up at both Lake Havasu and Bullhead City, and new courses were introduced. Some new courses of particular note were the Coffee and Canvas course in Lake Havasu, First Responder training in Kingman (in partnership with MCC’s EMT program), and Self-Defense classes in Bullhead City. Even before the crisis shut down all face-to-face courses, the programming sales had exceeded the past five years' numbers. For Spring, the department released the first print catalog in over five years and Fall’s catalog is nearing completion.

Also of note, the Arizona Career Readiness Credential program sponsored by the state Office of Economic Opportunity had a rollout event that spanned the three southern campuses in which 30 faculty and staff participated in the training and testing of their career readiness, with recognition awards being given at each southern campus. The program has continued, though the training is now performed solely online due to the COVID-19 crisis. This service is offered free to the public and reflects MCC's commitment to workforce readiness across the region.

Upcoming opportunities and plans include summer and fall programming for youth, the continued expansion of the overall programming, management training for both individuals and organizations, and expanded participation with community partners.
Concurrent & Dual Enrollment

Career and Technical programs continue to offer dual enrollment courses in welding at River Valley High, and in culinary at the WAVE Center in Lake Havasu, at Mohave High School, and Mohave Accelerated Learning Center.

Concurrent courses are offered across the MCC landscape in the following programs:

- Auto Collision
- Auto Repair
- Culinary
- Electrical
- Heating, Ventilation and Air Conditioning
- Welding

The College and CTE Department continues to search for new ways to serve high school students through either dual or concurrent offerings.

Culinary Arts (CUL)

New faculty member Alana Johnson took the reins this year, working diligently to re-establish the prominence of the culinary program. The semi-annual luncheon was a success, and excellent dialogue regarding the future program modification occurred. Students continue to receive training via dual and concurrent enrollment opportunities.

Electrical (ELC)

Academic Year 2019-20 marked the inaugural year for the revised Electrical Program. After being dormant for almost four years, the program rebounded with a new curriculum, new location, and new equipment. Enrollment was very positive, with a full cohort of 16 students. There were also a handful of high school students taking courses concurrently. COVID-19 short-circuited the spring semester, and the program is currently working on getting some of the remaining courses completed during the summer session and the remainder in the fall. Anecdotal interest for fall is currently positive. New faculty Michael McKenzie came on board just as the crisis began, and has been working from home in an attempt to be ready for the summer session. Special recognition to Student Services, Human Resources, and adjunct faculty Erick Johnston, Tory Stradling, and the Supplemental Instructor, for rising to the occasion when the previous faculty resigned abruptly before the start of the fall semester.
Heating, Ventilation and Air Conditioning (HVAC)

Bullhead City again boasted a full cohort of students in the HVAC program for the third consecutive year. Graduates are finding work across the county, with one even being spotlighted in the Mohave Daily News earlier this year. Lake Havasu still has some room for growth. However, the programming is sound, the lab is in a better place than it has ever been, and MCC is graduating better-prepared students than ever before. Students are finding work immediately upon graduation, and many even before.

Perkins

Utilization of the Perkins Grant for 2019-20 provided several CTE and Allied Health programs' financial support. Surgical Technology obtained a Simulation mannequin, and Physical Therapy Assistant obtained anatomy clay. Welding obtained tungsten grinders and an ironworker, while Radiologic Technology obtained a new unit that allowed them to enhance their program. As has been performed in the past, the Public Information Office received a portion of funds to assist in creating awareness for CTE programs with a continued focus on nontraditional student enrollment and completion.

Small Business Development Center (SBDC)

The Small Business Development Center is running at maximum capacity at this time due to COVID-19 responses being channeled through the Small Business Association. Prior to the outbreak, however, the SBDC team was operating full steam ahead and had already met several of its annual goals by the end of the first quarter. With recently approved grant funding, MCC-SBDC is looking to add another business analyst to the team soon.

Truck Driver Training (TDT)

Despite a solid Fall semester with a full cohort of students, community partners continued to press for a program that more effectively fits their timeline. The combination of this pressure, less than 50% capacity spring enrollment, and rapidly deteriorating program infrastructure, has resulted in the difficult decision to shutter the for-credit program after this semester. MCC will work with a 3rd party vendor to provide non-credit Commercial Driver License training in the Fall 2020 semester.

Welding (WLD)

The welding program has continued its success on all three campuses with solid numbers in traditional and concurrent offerings. Dual enrollment is also occurring at River Valley High School. The One-Time-Only (OTO) funding for 2019 is slated to provide a new facility in Bullhead City that will address the need for additional welding booths at that location. This will set the Welding Department in place for continued growth and successful instruction on all three southern campuses.

Another change taking place will be the commitment of the college toward Weld Testing. The Accredited Testing Facility will now have a permanent Director position to guide it and create a growth venture for the college. In addition to providing testing for MCC students, it will be able to provide both local and remote testing throughout the county.
General Education Programs

Art & Humanities (ART, HUM)

Recruiting

• Careers in Art and Visual Communications presentations at the CRUHSD expo.
• Conducted on-campus tours from the local elementary schools in Kingman.
• Participated in ConCom Art and Visual Communications booth.

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 fall semester
• Field trip to the Heard Museum in Phoenix fall semester
• Field trip to True West Magazine (Cave Creek, AZ), an Arizona-based magazine in the Phoenix area, to encourage students to connect with professionals who can help them in the field of Art and Visual Communications was taken in the fall. The group met with the owner; editor; artist; and historian, Bob Boze Bell. In addition, Bob Boze Bell joined through Zoom to speak with the students and give them feedback on their work on the last day of class spring semester.

Bullhead City Full-Time Faculty

The BHC Arts Club participated in campus and community events, including CRUSD Expo, Pumpkinfest, and MCC Shines. The club also received a commission and completed two murals for a culinary arts dinner. The club also brightened campus spirit by asking students, faculty, and staff to "lend a hand" in helping them paint the rock on campus with their hands.

Lake Havasu City Full-Time Faculty

The LHC Student Art League participated in the community event of Hobbies not Habits, by teaching both young and old how to create simple designs with non-toxic tie-dying.

Business (BUE, BUS)

• The Business department collaborated with the CIS department in creating and offering a new course (BUE 165 Social Media Marketing) that fulfills curriculum needs in both the CIS and Business programs.

• The BUE 165 course was added to the AAS – Business & Entrepreneurship Degree and to the Certificate in Entrepreneurship, which was renamed Entrepreneurship and eMarketing effective the next 2020-21 Catalog.

• While modifying the AAS Degree above, the department reduced the total degree credits from 64 to 61, which will help students finish their degree on time and improve completion rates.

• BUS department continues to be a profitable department for the college with the department’s revenues exceeding expenses.
• The department saved students hundreds of dollars on textbooks by switching the vast majority to titles included in the "Cengage Unlimited" plan providing unlimited textbooks for a flat $119 fee per semester. The Business department also reached out to MCC’s online bookstore, requesting that it include this option for all students. This update results in most Business program students spending just $119 total per semester on textbooks.

• All three Business (FT) faculty continue to serve on the Faculty Professional Development Funds Committee and have approved funds for several conferences, training, and memberships that will benefit each of their departments and the college overall.

• Candace Hofstadter continues to serve as Co-Chair of CASA, and lead the creation of the new Curriculum Assessment Report (CAR) template replacing the Cycle of Learning Report.

• Bhaskar Singh continues to serve on Faculty Council and PTK advisor representing the Lake Havasu campus.

• Erik Jones was selected to chair the new Employee Compensation Team committee.

• Bhaskar Singh and Erik Jones served on the Business Innovation Committee to research the possible development of Business Incubators / Coworking Spaces at all four campuses, and created a summary report of findings.

• Successful BUS/CIS advisory meeting was held via Zoom in October, with several employers participating and providing valuable feedback.

• ATF meetings were attended for both ECON and BUS disciplines representing MCC.

• Continuous involvement in the Western Association of Food Chains (WAFC) advisory meetings and promoting of the Retail Management Certificate has grown the Retail Management Certificate enrollment to 66 declared students.

• Business Faculty actively recruited area Middle and High School students by attending and representing MCC Business programs and/or giving Presentations covering the Business programs. Below are these various events we either presented or represented MCC this year:
  - KUSD Parent & Student night for WAVE/JTED
  - KAOL Parent & Student night for WAVE/JTED
  - KUSD Middle school students from three different schools visited Kingman Campus
  - BMAS WAVE/JTED Advisory Meeting for KUSD
  - BMAS CTE Advisory meeting for Lake Havasu school district
  - College & Career Fair at the AVI Resort
  - Mohave HS Career night & a separate campus recruiting visit
  - Bullhead City campus WAVE/JTED Parent & Student Night
  - Lake Havasu High School Business Program Advisory meeting
  - Interact Rotary Club meeting for Lake Havasu K-12 schools
Computer Information Systems & Computer Science (CIS, CSC)
The CIS/CSC program has had the following items notable of mention in the past school year:

- Incorporated more videos into CIS courses to enhance additional learning where there were areas of concern based on assessment.
- Continued to look at alternative methods for teaching to accommodate demand through plural, hybrid, and online classes. If a class would not normally have enough students on one campus, a plural would most likely be offered based upon the course matrix.
- Updated guided pathways and worked with the advising team to assist in the presentation of the CIS/CSC programs to new and existing students.

Education, Early Childhood Education & Child Development Associates (EDU, ECE, CDA)
The Childhood Development Associates (CDA) course packages were presented at a Curriculum Academic Standards and Articulation meeting where the prefix was changed to Early Childhood Education (ECE). The change will help CDA students apply for funds to help with tuition and books in the Early Childhood Education program creating a pathway into the ECE degree program.

Those who earn the CDA credential through Arizona’s First Things First program continue to apply for credit for prior learning in the ECE degree program. Faculty attended the Golden Apple Awards luncheon for students employed in childcare facilities and specific individuals that earned the CDA certificates. Information was provided for those asking questions about the CDA program and how it leads to an ECE degree.

EDU faculty attended the Elementary Education and Early Childhood Education AZTransfer meeting in October and the Early Childhood Education AZTransfer meeting in April. Work continues to coordinate efforts with community colleges and the universities in Arizona for the benefit of students and transferability.

Northern Arizona University has a presence on each campus. The NAU representative has been a guest speaker in education classes and continues to assist students in transferring from MCC to NAU. Information was provided about the grant programs and scholarships available to education majors.

The faculty has attended meetings with Arizona State University representatives working to develop pathways for students transferring to ASU Lake Havasu and ASU in Tempe.

The Education Department was represented at the Colorado River Union High School District (CRUHSD) event in October, where information about a career in education was provided.

EDU faculty continue to work with local school districts and principals, placing students in classrooms with cooperating teachers.

Lake Havasu Unified School District invited MCC faculty to their career fair for paraprofessionals and teachers in the district seeking an alternative pathway to a teaching certificate.
English & Communications (ENG, COM)

- Full time faculty attended and represented MCC at both the state English ATF and Communication ATF meetings.
- Updated English Guided Pathways & English Program Learning Outcomes (PLO).
- Created ENG 239 – Poetry Writing, which was developed by Lake Havasu City faculty, Erik Wilbur.
- Kingman English faculty (John Kitts, Trever Holland, John Hansen) served as faculty advisors for the Kingman Alpha Chi Omega chapter of Phi Theta Kappa; leading AXΩ in two successful induction ceremonies and guiding the chapter in several service projects including Caroling/Christmas Gift-giving at Desert Highlands Care Center, assisting at the Kingman Area Food Bank, and volunteering at Three Square Food Bank in Las Vegas packaging meals for local citizens.
- The AXΩ also attended the Regional Phi Theta Kappa conference in Sierra Vista, where one of its student members was voted a regional officer for the northern district. The chapter also won a REACH Reward Status Award.
- The Bullhead English faculty (Joseph Ketchum and Beau Rogers) worked several county and community outreach events, including the Mohave County Fair, CRUSHD, and ConCom.
- English faculty Erik Wilbur founded Real Toads Poetry Society, a literary arts nonprofit that organizes readings, lectures, and workshops throughout Mohave County and currently serves as president and program coordinator. Wilbur also had poetry publications accepted in Tahoma Literary Review, New Ohio Review, and Southampton Review.
- English faculty Trever Holland was selected to serve on The Campus Compact initiative. Holland also published a book review in Mississippi Quarterly on Kirstin Squint’s monograph, LeAnne Howe at the Intersections of Southern and Native American Literature. Dr. Holland was the 2020 Ellen Licari Service to Students Award recipient.
- English faculty John Hansen was selected to serve on the Strategic Planning Committee. Hansen was a peer reviewer for the Journal of Black Studies. Mr. Hansen also won an Andy Devine Award for Educator of the Year given by the Kingman Area Chamber of Commerce.

Transitional English (TRE)

In the 2019-2020 academic year, Mohave Community College offered five sections of Transitional English (TRE 089) spanning both terms. In total, 52 students enrolled in the course over the 2019-20 academic year. Both on-ground, as well as online modalities, were utilized; overall, on-ground sections had the highest composite enrollment.

From August to May, the No Red Ink software utilized in the course to remediate grammar issues was used by all course sections. TRE 089 students mastered almost five thousand topics over the academic year (i.e., commonly confused words, spelling, run-on sentences, fragments, subject/verb agreement, capitalization, etc.), and answered over 132,000 learning-comprehension questions. The students logged significant time mastering key course skills and concepts. Overall, this shows excellent progress on behalf of MCC’s student population.
Mathematics & Engineering (MAT & EGR)

In addition to the Herculean and at times Sisyphean task of transitioning ground classes to an online format in response to the coronavirus pandemic, members of the math department accomplished a variety of professional development and community service activities in the 2019-20 academic year:

- Robert Kuzma earned his Ph.D. and achieved a platinum level in the Arizona Career Readiness Credential (ACRC) event.
- Rebbecca Plowman and Matt Wienke participated in numerous professional development webinars on transitioning to the online format.
- Russell Cox went to Washington, DC, for the third year as part of the National Science Foundation grant program, with a follow-up at ASU.
- Gerald Gridiron worked with the Club for Youth in Kingman, helping students build hydraulic kits, their social and critical thinking skills in the process. Gridiron and Wienke also helped the Boys and Girls Club members develop their STEM skills through Jeopardy-type game competitions.
- Gridiron also attended webinars on Microsoft Tableau to increase skills in SQL programming.
- Ariel Hammon completed a 15-week program with over 600 hours of professional development in C# programming, attaining his C#.net certification.
- Laurel Clifford helped with judging and logistics at Elementary Math Challenge and Middle School Challenge competitions for local students.
- Kuzma and Plowman had prepared for hosting the Mathlympics high school math competition at BHC campus until its cancellation due to the pandemic.
- Clifford piloted OER materials for MAT 101, and Hammon, Wienke, Plowman, and Clifford transitioned to OER materials for MAT 151 ground classes.
- The department met to review the College’s approach to transitional math. Although current instructional techniques have shown some improvement in student success, new approaches are being researched and plans are being formed to re-vamp MCC’s approach.

Precollege Studies & English Language Acquisition (PCS, ELA)

- In September, PCS faculty and staff attended the AZ Adult Education Institute in Tucson with a focus on professional development, state-required certification training, and information on the state’s annual priorities regarding the federal Workforce Innovation and Opportunity Act (WIOA) grant.
- The Pre-college Studies Program saw an improvement in Measurable Skills Gains (MSG) of 6% in Adult Basic and Adult Secondary Education students (ABE/ASE) and 10% in English Language Acquisition (ELAA) students from 7/1/2019 to 2/28/2020. This improvement indicator is based on comparison data from the same time frame during the 2018-19 Fiscal year. The Coronavirus Pandemic response required non-face-to-face delivery methods for the second 8-week spring session, making it impossible to mine progress testing data past February 28.
Since March, site coordinators at all campuses focused on the rapid development of a distance learning profile. By working with all currently active adjunct faculty the department was able to: 1) review Schoology skills, 2) improve skills sets to improve distance learning delivery models by incorporating Zoom, Screen-Cast-O-Matic, REMIND application, and Burlington English Core application into both PCS and ELA courses.

Based on comparisons to last year’s enrollment data (using ADE database), PCS/ELA shows a drop of about 22%. There is no data showing student persistence through the end of the semester nor overall student progress, both of which are likely compromised because of the transition to a distance learning model, and a mandatory change in grading policy (previously relying heavily on progress testing (TABE) that is not available currently). By the summer terms’ end, the department is likely to have usable data to judge these influences.

**Sciences (AST, BIO, CHM, ENV, GLG, GHY, PHY)**

- This year MCC science faculty were invited to:
  - NSF’s Ocean Observatory Initiative (OOI) to Engage Students in Oceanography. (Paul Haberstroh)
  - National Science Teachers Association Annual Meeting (Tonya Baxley)
  - ATF’s for Biology, Geology, Geography, Astronomy, and Chemistry (Haberstroh, Baxley, Cesar Fuentes and Eric Osborn)
  - Active Learning techniques at the 223rd 2YC3 Chemistry Consortium (Haberstroh)

- Lake Havasu faculty Paul Haberstroh learned that his Geochmica et Acta pub ”Dissolved free amino acids in hydrothermal vent habitats of the Guaymas Basin” achieved over 200 readings and over 50 citations, which is a milestone achievement.

- Baxley developed a new BIO 160 course that was approved for use in allied health pathways and Fuentes moved BIO 205 to an online format, which means all Bio prefix courses can now be taught at a distance

- All Science Faculty participated in a variety of community engagement and outreach events to help recruitment at MCC

- Awarded a small One Time Only (OTO) grant to purchase several nice Dell Inspiron 13, 700 series tablet computers for use with the college’s existing microscopes, as well as explore Active Learning exercises in Chemistry classes.

- Full-time Bullhead City Chemistry faculty member Anthony Hollow attended a one-day ”NanoScience Workshop” at Arizona State University on September 12, 2019.

**Social and Behavioral Sciences (PSY, SOC)**

- The Department of Social and Behavioral Sciences (SBS) launched two newly redesigned courses, PSY 235 (Behavioral Statistics) and PSY 290 (Research Methods) to continuously offer tailored curriculum to ensure increased student expertise in psychology.
• Both resident faculty members, Cole Stewart and Sierra Stewart, worked to design the PSY 101 Master Course shell that will be used college-wide for all resident and adjunct faculty members within the department.
• The SBS faculty attended the annual AZTransfer Conference.
• The department was actively involved in recruitment efforts with the CRUHSD expo in BHC, the two Back to School events at NCK, and the Kingman Middle School Tours at White Cliffs, Kingman, and Black Mountain Middle Schools.
• Both resident faculty members in the SBS program were registered to represent the department during scheduled classroom visits with high schoolers in conjunction with BHC recruiter Elisio Barreras, at Mohave High School. Additionally, both members had agreed to present at MALC’s Career Day as well as showcase the SBS program at the Tribal Youth Leadership Conference at the Avi Casino before cancellation in response to the COVID pandemic.
• This year was influential in continuing ongoing efforts to provide tangible employment opportunities within Mohave Valley for students enrolled in the SBS program. Members of the SBS department, in partnership with the resident faculty members in the Substance Abuse Counseling (SAC) department, met on-site with Southwest Behavioral Health to reframe recruitment processes for the externship program and various career opportunities, as well as tour the inpatient facility at the BHC Southwest Behavioral Health unit. This relationship has resulted in placing numerous students into full-time employment, externship positions as well as volunteer opportunities with Southwest Behavioral Health in various cities within Mohave Valley.
• The SBS and Substance Abuse Counseling (SAC) departments were actively involved in establishing a relationship with newly founded RIVYVE Behavioral Health, which will be debuting a 90-bed behavioral health unit in Bullhead City (BHC) in 2020. Members of the SBS department, in partnership with the SAC department, were present at numerous BHC council meetings during RIVYVE’s request for operational approval. This newly formed relationship will offer students the prospect of being paired directly with hiring supervisors in order to gain hands-on field experience as well as potential future career opportunities with RIVYVE.

Substance Abuse Counseling (SAC)
The Substance Abuse Counseling department, consisting of full time faculty Lori Howell and Academic Success Coach Jennifer Rodriguez, had a fantastic and busy year with students. One student got so involved she is in the running for the Kathy Hodel Award. As a 100% online delivery model, the program faculty and staff are active participants in community groups across the county, not just Lake Havasu City (LHC). The department believes it is vital to lead by example. Here is a list of those activities:
• Community Resource Coalition Meetings – Lake Havasu
• MAPPED-BHC
• MSTEP-Kingman
• Mental Health Resource Team-Kingman
• Mohave Mental Health Board of Directors; Lori Howell, Secretary/Treasurer
• In March, appointed to LHC Parks & Recreation Advisory Board
• Domestic Violence and Human Trafficking Coalition, Member
• Mental Health First Aid Train the Trainer Training; Jen Rodriguez is now a Certified MHFA Trainer and has plans with the campus Dean for future training for MCC and the community.
• YADAH (Young Adult Development Association of Havasu) Co-Chairs-Lake Havasu City.
• Participated “Recovery in the Park” (BHC) to share drug and alcohol information and recruit students.

As a community drug prevention coalition, the program faculty and staff (as co-chairs of YADAH) brought back the Walk Away from Drugs (WAFD), absent for over four years in LHC. While planning the WAFD in LHC, support was also provided to BHC, Kingman, and Parker by walking in their local WAFD. The event was able to garner much support from the MCC LHC campus community.

As Co-Chairs of YADAH, the Hobbies Not Habits event was developed in coordination with the MCC LHC campus and the LHC Student Activities Council (SAC). The event was held on campus and provided over 20 community members, groups, or organizations who volunteered to present healthy/positive hobbies for youth and families to engage. Sports, science, writing, music, computers, and myriad craft activities were amongst the hobbies.

In the quest to meet the unique needs of the program’s online student population and in the spirit of the program’s existing Spring Electric Lunch Series, a new University Transfer Interview Series was implemented. Recorded interviews with advisors from four-year colleges are posted to the SAC Group page in Schoology so all students may review them at their leisure.

The program also honors its commitment to the institute. Here is a list of college specific activities:

• Maintained the SAC Facebook page for students and graduates to share information and opportunities
• MCC Future Summit participation
• CRUHSD - BHC Drug education/career info topic wheel
• Distance Education Faculty Council representative
• Title IX Officers for the LHC Campus
• Full-time faculty received four hours of Adverse Childhood Experiences Training in Kingman
• LHC Campus Events Committee
• Participated and helped plan Spooktacular and the London Bridge Days Parade and Winterfest
• Back to School event for Foster kids at ASU in August - distributed back to school supplies and drug education/prevention materials.
• Havasu Community Foundation Health Fair - drug education booth
- Back to school event at LHC Aquatics Center - distributed back to school supplies and drug education/prevention materials
- Andy Devine Days Parade - showed Substance Abuse Counseling and MCC pride!
- Transfer/Career Fair – Arizona Western College in Parker
- Kingman Unified School District’s College and Career Fair – Kingman Fairgrounds
- Working on Accreditation through NASAC (National Addiction Studies Accreditation Commission)
- Faculty mentor
- Networked with Southwest Behavioral and Health to maintain a working relationship
- Established a new working relationship with incoming agency Rivyve, which will be a residential treatment facility for mental health and substance use disorders
- The program sponsored a campus-based Salad Party in July and a Soup Party in November

Allied Health Programs

Dental Assisting & Dental Hygiene (DAE, DEH)
The 2019-2020 academic year found a significant uptick in the number of applicants to the dental hygiene program. Streamlined application guidelines, including an online process and the opportunity for early acceptance, resulted in doubling of the qualified applicant pool over 2018-2019.

The class of 2020 visited Phoenix to participate in Dental Hygiene Day at the Capitol. They were able to meet with several of our legislators, and Senator Borelli treated them to a tour of the senate floor. It was an excellent opportunity for them to see state government in action. After the COVID-19 shutdown, students reached out to the legislators that they had met to advocate for different pathways to licensure.

All dental program classes have moved to a remote learning format. Faculty have found unique ways to interact with students virtually, a challenge for hands-on programs. Virtual patient case discussions will continue after we return to F2F classes.

The program completed the Commission on Dental Accreditation self-study, but the scheduled April 2-3 site visit was cancelled. The site visit will be rescheduled for 2021.

Emergency Medical Services, Medical Assisting, & Health Services (EMS, MEA, HES)
The EMS program completed all CoAEMSP accreditation progress reports and received verification that no additional progress reports were due; all standards met for program accreditation.

The MCC EMS program was recently approved by the Utah Bureau of EMS to offer paramedic education in Utah. CoAEMSP has also approved the satellite location for Sevier County EMS in Richfield, Utah, and we are awaiting HLC additional location approval at this time. Our tentative start date for a paramedic cohort is May 26, 2020, with an anticipated enrollment of 18 students.

Changes were made to the Paramedic Certificate and Paramedic AAS programs adding a prerequisite Anatomy and Physiology course to the program. No cohort will start in August 2020 due to this change. The next anticipated cohort start date is January 2021. Locations of the
paramedic program will be determined based on the applications received. We anticipate offering paramedic training at NMC and at least one of the southern campuses.

**CPR Training**
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. 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 also anticipate the upgrade to an advanced life support training center and will partner with additional agencies soon.

**EMS Provider certification courses**
MCC’s EMS Program works with local agencies and base station hospitals to facilitate training for EMS providers to complete necessary certifications. Courses offered include AHA Basic Life Support, AHA Advanced Cardiac Life Support, AHA Pediatric Advanced Life Support, NAEMT Pre-Hospital Trauma Life Support, and NAEMT Advanced Medical Life Support. The EMS Program works with agencies to conduct training on-site at the agency and facilitate quality certification courses to all levels of EMS providers as needed. During 2019-20, The EMS program conducted BLS, ACLS, PALS, and PHTLS training for Bullhead Fire. The PHTLS refresher training was sponsored at Kingman Fire, and a PHTLS refresher course for KRMC’s base station medical direction for Kingman area EMS providers. The EMS program continues to work to train instructors in all of the above certification courses in order to offer even more certification training.

**Stop The Bleed**
MCC’s EMS staff are also certified instructors in the Stop the Bleed program created by the American College of Surgeons. This life-saving course is offered free of charge to MCC faculty and staff, and we are willing to offer sections to students and the community as well.

**Medical Assisting (MEA) and Health Services (HES)**
The Health Services side of the department continues to see growth in student enrollment, and additional course sections being added as previous sections fill. The Medical Assisting program has not yet started the self-study for CAAHEP accreditation. This major undertaking was rescheduled for the 2020-21 academic year with the COVID-19 situation.

Medical Assisting now has a full-time faculty member at LHC, NCK, and BHC. Increased enrollments from NMC has been seen in the online courses and the director is exploring adjunct faculty options for the NMC campus to offer the MEA 257 – Clinical Procedures and MEA 258 – MEA Externship courses.

The medical assisting program completed ten students who are now scheduling their RMA examination through AMT. The phlebotomy program had seven students complete the program Fall of 2019, and has 18 students who would have completed Spring 2020. Nine of those students
have completed and are eligible for AMT RMA certification. The remaining students will be issued an incomplete until they can finish their externship due to COVID-19 restrictions.

COVID-19
The global pandemic situation created by the SARS-COV-2 virus has created innovation within the EMS and Health Services department. Instructors who had no previous online or technology related experience worked diligently to continue to provide instruction to students. While some of our courses require hands-on labs that will be held as soon as students are allowed, students and instructors alike have found new ways of course delivery.

Our Fire and EMS agency partners have also worked collaboratively with us to enable us to continue training. Students are utilizing agency-sponsored lab time in order to practice skills they will use while they are participating in an early field experience assignment with their home agency. Students can gain patient contacts and experience under the supervision of a paramedic preceptor, which will continue to build their knowledge and skills. The program recognizes the necessity of strong community partnerships in our continued provision of EMS and Health Services education in Mohave County.

Fire Science (FSC)
The MCC Fire Science Program continues to provide Fire and Fire Behavior education courses across all four campuses. The program continues to work with the local Fire Departments in Mohave County and built relationships as they allow MCC students into their stations for hands-on education that will lead to a future career in the fire service.

Currently, the program has 16 students enrolled in the 2020-21 Fire Academy hosted by Bullhead City Fire Department. The 2019-20 Fire Academy had 24 students enrolled with a 100% pass rate on the State Firefighter 1 & 2 Certification. We are hoping to mimic those numbers again this year once we finish our state testing.

With the shutdown of the MCC campuses most programs had to transition to online. The Fire Science Department was no different. Currently all but one class is offered online or via ZOOM. The Fire Academy is the only course we offer as 100% classroom-based and is currently on pause. We hope to resume on May 26, 2020, with the HAZMAT portion being finalized in July. All students in the FSC 150 course passed the MCC didactic portion of the course with an 80% or higher, and state testing will be scheduled as proctors become available in the next month or two.

Enrollment numbers remained consistent with spring numbers over the last couple of years, with a slight drop in the FSC 150 Fire Academy numbers due to poor entrance test scores. No FSC courses are offered in the summertime, giving instructors a break and allowing for the students to take the required core courses during the summer.

Nursing (RN, PN, CNA, ALC)

Associates of Applied Science Degree in Nursing
On April 1, 2020 the Arizona State Board of Nursing notified MCC that the AAS degree in Nursing program met the terms of the probation and released the designation. The staff and faculty worked diligently to address the issue of lack of assessment for the purpose of making
data informed decisions. There was a decline in first time pass rates (FTPR) that can be attributed to a change in the grading policy. With corrections made, the FTPR should improve.

**Applicants and Admissions Disaggregated by Campus - 2019**

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**Licensed Practical Nurse (LPN)**

On April 1, 2020, the Arizona State Board of Nursing notified MCC that the Practical Nursing program met the terms of the probation and released the designation. Each course was redesigned to have a reasonable number of course student learning outcomes that were realistic for the scope of practice of an LPN. NCLEX-LPN first time pass rates improved to 94%.

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**Certified Nursing Assistant (CNA)**

There were 91 students enrolled in the CNA program. Of those, 53 were through the WAVE/JTED program.

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**Assisted Living Caregiver (ALCG)**

Effective July 1, 2019, the Assisted Living Caregiver course was offered under the Department of Nursing. The college is working with Arizona@Work to help their clients obtain training and job placement.

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</table>

**Simulation Utilization**

All courses began using virtual simulation products available through Wolters Kluwer/Lippincott. Research shows these products can enhance the learning process by providing an offsite clinical (not in a clinical facility) experience that is specific to the focus for the week. Virtual simulation allows students the opportunity to apply the theory presented in the classroom sooner. Additionally, high-fidelity simulation equipment was used by every course on every campus. There is no quantitative data to report yet, but the qualitative includes positive feedback from the students and faculty. The students appreciate the realism and the ability to work through patient care scenarios.
Physical Therapy Assistant (PTA)

Curriculum
Reviewed course packages for PTA 103 - Kinesiology and PTA 101 - Survey in Physical Therapy. We updated both program packages to reflect more current practice and the American Physical Therapy Association’s strategic plan. The program director met with Tonya Baxley to discuss proposed changes for the prerequisite to BIO 201. A subsequent program modification was completed for the transition from BIO 100 to BIO 181 for 2020-21. Guided pathway and PTA Program Outcomes Map were also updated to reflect the changes.

Assessment
Assessment is an ongoing process. The college transitioned to utilizing Schoology for the alignment of competencies to course material. Both Tamra Coleman and Elizabeth Briere worked on this over the summer to spring semesters to align assessment with course competencies; alignment will be an ongoing process. They also reviewed the results of the competencies to identify weaknesses with students to facilitate a directed change in the following semesters. Another assessment addressed the program application process, noting that many applicants were unclear about the program prerequisites. Clarity was provided with a change in the course catalog that identified the specific prerequisites for the PTA program.

Program Updates
PTA Program review & PTA program manuals
• Program Policy & Procedure manual was updated with the PTA program mission statement and clarified grading policies concerning student remediation.
• PTA program Student orientation manual-updated grading policy with remediation for exams and practicals.
• Updated PTA Program information in MCC course catalog

First-year students: PTA program received 18 applications in the spring/summer of 2019. Two of the 18 applicants withdrew the application after moving out of the area. Sixteen of the applicants were accepted for the fall of 2019-20, and fourteen accepted the seat. We currently have ten of the original fourteen students, with four stepping out of the program due to family or medical issues. We have one student who returned from the previous cohort that is in line to graduate in 2020, who did not complete a class in the summer of 2019, giving us a total of 11 students.

Second-year students: There are currently ten students who are finishing up in the spring semester and are aligned to graduate in May of 2020. The graduates will be in line to sit for the national practicing physical therapist assistant exam in either July or October of 2020. Two of the ten students were offered full-time positions.
Radiologic Technology (RAD)

• RadTech has a cohort of thirteen students progressing through to completion and fifteen more students into their second year of the curriculum.

• No students withdrew since the 2019 report.

• The program had fourteen graduates in August 2019. All fourteen of the 2019 graduates sat for and passed the ARRT certification exam and obtained radiologic technology employment within three months of graduation.

• Program continues within its 8-year accreditation with program staff beginning to compile data for the JRCERT interim report due to the JRCERT in 2021.

• RAD staff attended or were involved with several recruiting activities, including CRUHSD and various local schools attending the Bullhead City campus and the Radiologic Technology Lab.

• The Program Clinical Coordinator is currently serving on the MCC Executive Advisory Council and as a PTK advisor.

• Three second-year and three first-year program students earned and maintained Legacy Scholarships

• The Program Advisory Committee met in March 2020 and endorsed the curriculum and its progress.

Surgical Technology (SGT)

• The SurgTech program director started providing information sessions on Lake Havasu, Kingman, and Bullhead City campuses regarding the program and profession.

• Students, staff, and volunteers turned the Surgical Technology building into The Haunted Hospital for Spooktacular on Lake Havasu City campus in October.

• The program was approved to purchase state of the art OLGA, a synthetic human from SynDaver. OLGA will provide students the ability to perform learned skills in an environment as close to the operating room and real patients as possible before entering clinical experiences.

• Mock "Advanced Procedures" operating room #3 is being built to house OLGA in the Surgical Technology building

• Attended Career Fair at Arizona Western College in Parker, AZ.

• 2019 Graduates passed their boards. We have three years in a row 100% pass rate!!!

• 2020 Graduates (to be) finished clinical requirements right before Spring Break.
• One 2020 Graduate (to be) is already working in the operating room as a Surgical Technologist.

• First-year students were able to adapt to COVID-19 precautions by completing skills at home with kits sent to them from Mock Medical.

• Annual Advisory Meeting was well attended and was first ever ZOOM meeting for the program.

General Highlights
Clubs & Faculty Advisors

Alpha Chi Chi (PTK – LHC Chapter)
The club reorganized this year with two new advisors and new officers. Alpha Chi Chi was designated a one-star chapter and members have determined they will work to achieve at least a three-star designation next year. Members volunteered at several community-sponsored events: The Balloon Fest and Beers and Brats with the Rotary Club, walked in the community parade representing MCC and PTK. They were scheduled to volunteer at the Lake Havasu City Triathlon until it was canceled. The club organized three fundraiser activities with local restaurants, unfortunately, only one came to fruition while the remaining two are willing to work together in the future. The club worked toward attending Catalyst in Dallas, Texas; unfortunately, travel plans were canceled. The club has voted to coordinate with the community garden efforts in Lake Havasu City as their “Honors in Action Project”. Bhaskar Singh and Katie White earned "Five-star Advisor" recognition.

Bighorn Decoders Computer Club
The club held several events, including guest speakers, food drive and gaming event, build-a-computer event, and had a very active participation with a full-staff of Officers who participated in Student Activities Club meetings.

Business Club
The Business Club toured Zappos headquarters in Las Vegas, DOT Foods, the new large employer that opened in Bullhead City in 2019, and also the Mohave Daily News in Bullhead City.

Kingman Campus Art Club
The club held meetings twice a month to plan events and participated in: Welcome Back Bash held in the fall and spring semesters, PumpkinFest 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 received awards for the best-of-show with an opportunity to sell their work and Rock Painting events held on the NCK campus in the fall semester. This event was very popular with the community and helped get the public to the college.
**MC4 Computer Club**
The MC4 Computer Club at Neal Campus Kingman had two successful Technology Recycling drives, netting 20,700 pounds of old technology in just three hours. The club also has partnered with the new eSports team that will represent the college at competitions throughout the region. The club has gaming events that collect pet food for Mutt Matchers - a local no-kill animal shelter in Kingman.

**Ovis Club**
Kingman English faculty and Joseph Ketchum, Bullhead faculty, served as editors for two issues of Mohave Community College’s OVIS - a creative writing journal sponsored by the MCC Library.

**Psyched-Out Club**
Psyched Out meetings were held twice per month to plan events and schedule student and community involvement within the club. The club held its annual winter holiday party in conjunction with Art Club, which again had a tremendous yearly turnout. Students gathered to construct gingerbread houses and discuss how to handle stress brought on by the holiday season. Psyched Out teamed up with members of the NCK Library to help educate and raise awareness to students on how to conduct, communicate, and maintain healthy relationships. This year’s first Psyched Out meeting covered "Phobias" and healthy ways to overcome simple fears. Additional meetings covered the science and statistics behind personality types, as well as how personality types can match individuals with compatible partners and future fields of employment.

**Physical Therapist Assistant Club**
The club organized and/or participated in many events including: Welcome Back Bash PTA table, Spooktacular Kiddy Carnival, London Bridge Days Parade, Chipotle Fundraiser, Conversation with President Klippenstein, MCC Shines Giving Tree, Panda Express Fundraiser, Panda Express Fundraiser, SAC Acoustic Music Night/Jam session, Brain Food Event for Midterms.

**Radiologic Technology Club**
The Skeleton Crew Club volunteered at/with: Student Appreciation Days at MCC, MCC Shines 2019, Welcome Back Bash at MCC, Building bat boxes, Boombox Parade 2019, Volunteering at KRMC during Covid-19 pandemic, Pumpkinfest 2019, Taco Monday Fundraiser at Mohave Shriners Club, Central Church Fall Fest in Kingman, Cleaning yards for the elderly, Helping a special needs class in Laughlin, Feeding the homeless, Patient screening at All Wellness Medical Center and Desert Oasis Medical Center during Covid-19 pandemic, Boombox Parade float build, Visited Sunridge Senior Living at Christmas time.

**Surgical Technologist Club**
The SGT club approved to have plaques made in recognition of Surgeons at HRMC and WARMC. The HRMC delivery is pending due to COVID-19. The WARMC plaque was presented at the Department of Surgery meeting at the beginning of March.
Instructional Management Professional Development

- Kingman and Lake Havasu ADs facilitated the first annual Magnifying Excellence in Teaching (META) Event in which faculty collaborated in presenting professional development workshops with their colleagues.
- Lake Havasu and Kingman ADs created faculty professional development sessions which were presented on each campus and Zoom’ed to NMC.
- Kingman and Lake Havasu ADs compiled and distributed to faculty daily "Notes" with current articles on teaching remotely, online teaching resources and teaching tips.
- Bullhead City and Kingman ADs, along with North Mohave's Campus Instructional Supervisor, attended the two-day ALICE crisis management training in Kingman.
- Bullhead City AD is registered to attend a five-week virtual bootcamp (starting in summer) titled, "The Fundamentals of Leadership: An Immersive Experience" through Academic Impressions.
- NCK AD attended the two-day Strategic Enrollment Forum with MCC enrollment team.

Instructional Management Event Participation

Community Events

- Bullhead City AD attended several Chamber of Commerce mixer events in the community.
- Lake Havasu AD and SS Recruiter Shannon Lay visited with police recruits at Lake Havasu police department's Western Arizona Law Enforcement Academy (WALETA) to assist with enrollment in MCC's Law Enforcement Preparation Academy Certificate; as well as met with Public Dispatch students to assist with their applications and enrollment in that Academy (also offered in conjunction with WALETA).
- Lake Havasu and Kingman AD attended Early Childhood Educators Appreciation Luncheon, where Lake Havasu AD received the "Heart of Gold" Early Childhood Dedication Award presented by Early Childhood Education Associates.
- Lake Havasu AD volunteered at "Hobbies Not Habits" SAC sponsored educational fair.
- Lake Havasu AD attended Educational Career Fair hosted by LHUSD with partners ASU, NAU, and ECE Registry.
- Lake Havasu AD attended MCC's Coffee with the Mayor and City Manager.
- Lake Havasu AD attended various First Things First (FTF) College Scholarships Collaborators meetings with EDU Lead Faculty.
Office of Student Services

Executive Summary

The Student Services division of Mohave Community College delivers programs and services designed to support the success of students from recruitment to completion and the transition to transfer and/or career. Reporting units within the division are comprised of Recruitment, Marketing and Public Information, Enrollment Management (includes Admissions and Enrollment, Financial Aid, Registrar and Veterans Services), and Student Success and Retention (consists of Academic Advising, Assessment and Testing, and Student Success Centers).

Further, front-line customer service personnel, known as Student Services Technicians (SSTs) and Office Managers, are also part of the Student Services division. They enhance numerous efforts by providing quality communication and assistance to students throughout their MCC experience.

Departments have an interdependent relationship with one another, as well as with all other MCC divisions, 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 their success at MCC.

The 2019-20 academic year presented opportunities with the college under new leadership, the conclusion of MCC’s strategic plan as well as the building of a new one, and a continually changing enrollment landscape. The year also provided unprecedented challenges due to COVID-19, which heightened at the state-level in March, causing MCC to go all online (services and classes) for the remainder of the semester and into the summer.

Under this dynamic, Student Services continued to thrive. The team always put students first, helping them navigate challenges and change while creating additional opportunities for them to succeed.

Several highlights from this year include:

- Designed and prepared to deliver an effective and engaging new student orientation program (implementation delayed due to COVID 19).
- Enhanced advising services to ensure all first-year students received individualized success planning through implementation of a case management model.
- Increased engagement and interest via the College’s social media activity and webpages by more than 30 percent.
- Maintained a low abandonment rate (people who chose to hang up rather than wait for the call to be answered) of about 6% in MCC Connect, the College’s call center.
- 90%-plus student satisfaction rate with MCC Connect Services.
- Established the College Outreach and Resource Engagement (CORE) project, which implements a caseload approach to working with veterans to connect them with services and resources.
Identification of 111 former students who were immediately eligible for a credential - 36% asked for the credential to be awarded.

2017 draft Cohort Default Rate was received at 12.3%, MCC’s lowest rate since moving to a three-year measure.

Expanded opportunities for dual/concurrent high school enrollment by working with instruction to create and implement online dual enrollment.

Specifically in dealing with moving all classes and services to online mid-March due to COVID-19, Student Services was able to act swiftly and make an effort to contact all students within the first few weeks offering support, resources and guidance. In addition, flexibility with processes and procedures was provided, whenever possible.

The division continued to emphasize a results-oriented, student-focused approach throughout 2019-20.

Marketing

It is the objective 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 involvement in the community to promote a positive image of MCC.

Further, the goals identified in the 2016–20 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 2019-20, the four-member MPIO team received 889 college-wide project requests and maintained a 99% completion rate. Comparatively, in 2018-19, MPIO received 719 requests with a 98% completion rate. In 2017-18, MPIO received 654 requests at a 98% completion rate. In 2016-17, MPIO received 527 requests with a 92% completion rate.

MPIO continued its successful partnerships with local media, sending out 149 news releases from May 2019-May 2020. The MPIO Director also provided college story tips and information to the media, which, in addition to the news releases, resulted in 188 printed/posted 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 utilizes a variety of traditional and digital platforms to promote a positive image of the college and raise awareness of college benefits and strengths. Based on student audience survey results, MPIO utilizes approximately 55% digital and 45% 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, Twitter, cable television, radio, newspaper, and special publications.

Among the larger monthly college storytelling efforts is the newscast, *Mohave Minutes*. MPIO writes, produces, records video, edits the newscast each month, and shares it with the community via several platforms, including social media and cable television. Thanks to a partnership with local municipalities, the College newscast is broadcast on government access channels.

MPIO created 27 event, recruitment, and commercial videos in 2019-20. Research shows that the demand for video consumption online continues to increase, so MCC videos are valuable awareness tools. MPIO continues to work closely with recruiters to increase outreach to high school students, teachers, counselors, and parents.

MPIO manages the content on the college social media pages and the college website. Research from EAB and Pew Research Center shows that 95% of prospective students will first visit a college website when researching which school to attend. In addition, 85% of respondents say their second stop is the college social media pages. MPIO works daily to ensure the college website has updated, accurate, user-friendly, and visually appealing content, telling the story of the benefits and opportunities the college offers.

The College’s website, Mohave.edu, recorded increases in traffic and new visitors during 2019-20. Pageviews increased by more than one hundred thousand to 1.3 million, and viewers spent an average of 3:31 minutes on the pages they viewed, suggesting engagement with the content. The bounce rate remains low, which indicates that people are exploring the site rather than quickly leaving.
MPIO continues to see improved engagement on the College social media pages. During the past year, the number of Facebook fans increased from 6.8K to 9.6K, and Instagram followers jumped by 229. The MCC Twitter page increased by 10.

Based on student audience survey results, MPIO began improving and utilizing the college YouTube Channel @MohaveCCVideos in 2018. Over the past two years, viewership doubled each year. In 2019-20 total views jumped to 1.24M from 520K in 2018-19. The videos target the MCC District and surrounding border towns in Nevada, California, and Utah. They appeared on user screens 2.71M times, placing the view rate at nearly 46%. YouTube tells video providers to expect a 15% view rate, so the MCC videos are greatly outperforming expectations.

During the 2019-20 winter, MPIO took over management of the College Spirit Store and created MCCSpirit.com to help raise funds for the MCC Foundation, which provides scholarship programs for students in the MCC District. The MPIO team works with the Foundation, Information Technology and campus librarians to ensure the online store content, purchasing, and product distribution is functioning effectively and efficiently.
Currently, purchased products are delivered to campus libraries for customer pick up. The long-range plan is to have Point of Sale sites on each campus. Due to the coronavirus forcing campus closures, the store is on temporary hiatus.

Lastly, MPIO led the development and execution of a Virtual Recognition Ceremony in place of the 2020 Commencement Ceremony due to COVID-19. The ceremony, which premiered on MCC’s YouTube Channel, displayed all of this year’s graduates as well as special congratulatory messages from the mayors of Lake Havasu City, Bullhead City, and Kingman. More than 200 people joined to watch the premier with the ceremony still being available and accessed on MCC’s YouTube page.

**Recruitment**

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, 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.

<table>
<thead>
<tr>
<th>Existing Connections:</th>
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<tbody>
<tr>
<td>• Alternative H.S. KBLC AZ Virtual Online</td>
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<td>• Arizona at Work</td>
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<td>• Chamber of Commerce</td>
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<td>• Emmanuel Christian Academy</td>
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<td>• Foster Family Care of Lake Havasu</td>
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<td>• Harrah’s Resort and Casino</td>
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<td>• Havasu Community Health Foundation</td>
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<td>• Havasu Precatory Academy</td>
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<td>• Head Start (Oro Grande &amp; Pima)</td>
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<td>• Kiwanis</td>
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<td>• KUSD Jr. High Schools</td>
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<td>• Local High Schools</td>
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<td>• PASS/PALS Alternative School</td>
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<td>• Project Aim Juvenile Probation</td>
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<td>• Seligman High School</td>
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<td>• Sequoia Virtual Online</td>
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<td>• The Club for Youth</td>
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<td>• The Hualapai Homeschool Association</td>
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<td>• Veterans Resource Team at Veterans Court</td>
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<td>• Veterans United Arizona</td>
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<td>• WAVE/JTED</td>
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<th>New Connections:</th>
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<tr>
<td>• Smith’s Food and Drug</td>
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<td>• Safeway</td>
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<td>• Albertsons</td>
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<tr>
<td>• Lowe’s Home Improvement</td>
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<td>• Montessori Prep Academy</td>
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<tr>
<td>• Academy of Building Industries</td>
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<tr>
<td>• BCESD Junior High and Middle Schools</td>
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<td>• Pima Head Start</td>
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Concurrent enrollment
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 who qualify and decide to take college classes while still enrolled in high school. MCC had 239 students participate in concurrent enrollment for a total of 1,738 credit hours.

Dual Enrollment
Dual enrollment allows qualified high school students to take classes that fulfill college requirements at the same time. This program remained a strong outreach tool to high school students this year. Dual enrollment had a headcount of 884 students that contributed 9,098 credit hours to this year’s enrollment (about a 400-credit increase over last year).

Summer Bridge
The 2019-20 summer bridge program (currently designed to advance qualified high school students) contributed 763 credit hours, with 148 students enrolled; enrollment was ongoing at the time of this report.

Middle School Outreach
MCC recruiters have increased activities with junior high and middle schools, including holding on-ground campus tours, conducting presentations, participating in events such as the Reality Store and Career and Technical Education Day. MCC’s participation in these activities resulted in contact with approximately 1,400 middle school students throughout the year.

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 encouraged discussions about how to pay for college, which include MCC’s value, filling out the Free Application for Federal Student Aid (FAFSA), and identifying scholarship opportunities. Recruiters coordinated efforts with the high school counselors to hold information events, application days, and testing days on the grounds of the high schools. These events resulted in 334 students attending information sessions, 926 admission applications, and testing of approximately 472 high school students.

College Career Fairs
MCC recruiters participated in the KUSD College Career Fair that was attended by approximately 1,000 high school students from KUSD and KAOL. Recruiters also attended the annual Colorado River Unified School District (CRUSHD) Expo in which they engaged with attendees about the benefits of college and MCC. In addition, they participated in the Expo’s parent boot camp and the senior admission application day. Approximately 2,000 students from area schools attended the event in addition to approximately 45 parents and students attended the parent boot camp. Around 300 students from River Valley and Mohave high schools attended senior admissions application day, yielding 55 completed applications.
Club for Youth
The Club for Youth has children from ages 5 to 16 that attend their summer program. MCC completed several presentations over the year that were attended by 74 students.

Project Aim
Project Aim, a program for youth on juvenile probation, promotes a vision of aspiring to be better, instilling strong values, and motivating others. MCC recruiters presented educational programs to 40 Project Aim participants.

Retail Management Certificate
MCC recruiters spoke to approximately 73 employees at retail stores about the Retail Management Certificate (RMC). There are currently 3 of these contacts in enrolled in the RMC program.

MCC Connect & Recruitment
MCC Connect, the College’s call center, continues to support recruitment efforts. Student Services Technicians participate in recruiting events on and off campus, as well as assist with High School student initiatives such as Application Night, Registration Night, and FAFSA Night.

Customer Service
Customer Service is an integrated team of strategically placed Student Services Technicians (SST’s), within MCC Connect and southern campus front desk areas, who assist callers. The 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, e-mail, and in-person communication.

MCC Connect Call Data
This past year, MCC Connect received and served approximately 33,500 calls – assisting students with financial aid (26%), technology (12%), student portal assistance (9%), advising (9%) and lastly, filling out the MCC Admissions application and/or providing updated contact information (7%).

Approximately 6% of calls were abandoned (people who chose to hang up rather than waiting for the call to be answered), and 8% left voicemails.

Student Services Front Office Data
Rather than calling into MCC via MCC Connect, students can also receive assistance at any of the College’s campuses. Bullhead City Campus front office experienced more than 11,000 campus visits while Neal Campus – Kingman had about 6,500, Lake Havasu was at approximately 7,700 and lastly, North Mohave has about 1,800 front office visits throughout 2019 -20. Advising was the top reason for students to visit campuses while other needs included assistance with financial aid, the admissions application, payment, the student portal, technology, transcripts, graduation paperwork and/or degree verification.
**Additional Outreach Assistance**

MCC Connect also provided support to financial aid, the bursar and recruitment this year in their efforts via the following initiatives/actions:

- Made approximately 3,800 outbound calls on behalf of Financial Aid to assist students with financial aid requirements, verification and missing documentation. Outreach also included verifying loan references for students seeking loans during the academic year.
- Called approximately 390 students who were at risk for being dropped for non-payment for a variety of reasons.
- Followed-up with more than 1,600 individuals (leads) that had submitted a request for more information through the College’s website, mohave.edu. The top five areas of interest were Registered Nursing, Medical Assisting, Welding Technology, Dental Hygiene and Radiologic Technology.
- Conducted welcome calls to 5,226 students for new student and readmissions applications with about a 45% response rate.

**Customer Service Surveys**

Twice a year MCC Connect as well as on ground, front-desk/front-office SSTs conduct a customer service survey to gather feedback on their performance directly from students. Students are surveyed for two weeks each semester with SSTs contacting 10% of front office traffic visits or calls per day during the designated period.

- Fall semester
  - **Front Desk / Front Office results (students that visited on ground)**
    - 97% of students were satisfied with the services they received
    - 99% of students were satisfied with the SSTs’ listening skills
    - 97% were satisfied with the SSTs knowledge
    - 98% were satisfied with how serious students felt their questions were taken
    - 92% were satisfied with the personal level of effort they put forth to accomplish their request
  - **MCC Connect (students who called in)**
    - 93% of students were satisfied with the overall experience they received
    - 98% of students were satisfied with the SSTs’ listening skills
    - 98% were satisfied with the SSTs knowledge
    - 76% indicated this was their first time calling regarding their issue
    - 62% felt it was easy in regards to the effort they put forth to accomplish their request
    - 84% indicated resolution of their issue at the end of the call

- Spring semester
  - **Front Desk / Front Office results (students that visited on ground)**
    - 98% of students were satisfied with the services they received
    - 99% of students were satisfied with the SSTs’ listening skills
98% were satisfied with the SSTs knowledge
94% were satisfied with how serious students felt their questions were taken
86% were satisfied with the individual level of effort they put forth to accomplish their request

MCC Connect (students who called in)
84% of students were satisfied with the overall experience they received
100% of students were satisfied with the SSTs' listening skills
100% were satisfied with the SSTs' knowledge
81% indicated this was their first time calling regarding their issue
62% felt it was easy in regards to the particular effort they put forth to accomplish their request
73% indicated resolution of their issue at the end of the call

Enrollment Management
Comprised of Admissions, Veterans Services, the Registrar’s Office, and Financial Aid, the work of the Enrollment Management team is driven by their shared values of service, support, and stewardship. These values point to an overall focus on the students of MCC.

Service & Support
The Enrollment Management team is service and support-oriented. The Student Services team maintains regular communication with Recruiting, Advising, Student Success, and MCC Connect to ensure that all groups have timely and accurate information to best help students. Communication happens through regular meetings across teams, training opportunities, and on-the-spot updates on an as-needed basis.

Supporting partners within Student Services and across the college also involves participating in events for MCC Students and the community.

• Welcome Back Bashes
• CRUSHD
• KUSD College and Career Fair
• Mohave County Fair
• High School FAFSA Nights
• The Reality Store
• 7th Grade Tour
• Andy Devine Days Parade
• Veteran’s Affairs Resource Navigator Training
• Veteran’s Affair’s Cultural Awareness Training

Stewardship
A significant role of Enrollment Management is that of records keeper. Fulfilling this responsibility involves confidentiality, integrity, and accuracy. As part of this, the team regularly engages in degree conferrals, transcript evaluations, and financial aid records reviews and awards. The team maintains records in a secure environment, working with Information Technology and other departments to ensure the accuracy and confidentiality of records.
**COVID-19 Response**

Enrollment Management team proposed, created, and had approved a new withdrawal grade of WC to best support measures in new funding provided by the Department of Education in response to COVID-19. This grade allows tracking of withdrawals due to COVID-19 and allows for their exclusion from Satisfactory Academic Progress (SAP) measures. Additionally, the team suspended Academic Probations and Dismissals for the spring semester to help students avoid negative academic consequences caused by disruptions due to COVID-19.

**Emergency Grants**

Several members of the Enrollment Management team serve on the Emergency Grant Committee. This group, made up of members from across Student Services and the Business Office, provides grants up to $500 to students experiencing a crisis that would otherwise cause them to withdraw from MCC. As of 5/4/20, $8,121 was provided in Emergency Grant funding for 2019-20. When grants are not provided through this fund, it is because documentation is missing or funding flows from another source.

<table>
<thead>
<tr>
<th>Year</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20*</th>
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<td>$5,876</td>
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<tr>
<td>Number Requests</td>
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<td>16</td>
<td>21</td>
<td>24</td>
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<tr>
<td>Number Funded</td>
<td>3</td>
<td>16</td>
<td>14</td>
<td>18</td>
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</tbody>
</table>

*2019-20 data as of 5/4/20

**Audits & Reporting**

The Enrollment Management team participates in and provides data for multiple audits for state and federal requirements.

- Single Audit (A-133)
- Financial Audit
- FTSE Audit
- VA State Approving Agency (SAA)
- AZ Foster Care Tuition Waiver Audit
The most recent 2018-19 Single Audit contained no Financial Aid findings. Similarly, the Veterans Affairs (VA) State Approving Agency succeeded without Veterans Services findings in their most recent audit. The team provides data used to determine future funding levels and to create MCC’s profile for College Score Card and College Navigator. These profiles help prospective students determine where they want to attend college. Accuracy of information is essential. Reporting efforts include: Fiscal Operations Report and Application to Participate (FISAP) – used to determine Title IV campus-based funding allocations, Integrated Postsecondary Education Data System (IPEDS) – used to populate the College Scorecard and used in creating nationally published statistics, National Student Clearinghouse (NSC) – student enrollment, impacts individual student financial aid eligibility and loan repayment, Full-time Equivalent Student Enrollment (FTSE) – used in determining state expenditure limitations, Community College District Federal Career and Technical Education (CTE) Funding Report (Perkins Grant) – impacts future allocations.

Admissions
The Admissions team supports recruitment efforts through reviewing and processing applications for admissions to the college. The Admissions team typically receives between 22% and 28% of applications for the academic year during July and August. To date, 2020 application submissions are down approximately 23% when compared to the same period in 2019. The most dramatic decrease in applications occurred in March, which is partly attributed to uncertainty surrounding COVID-19. Early recognition of the trend, presented an opportunity for staff to identify and outreach to new populations for potential enrollment in the summer and upcoming fall. The Admissions team began work on a project to create a profile of applicants who do not enroll at MCC. A preliminary review shows three dominant means of classifying these applicants; aged 16–20, first-generation, and unemployed. The team plans to continue work on this new project and work with the recruiting team to identify opportunities to bring new students to MCC.

Veterans Services
The Veterans Services team supports recruitment, retention, and completion for veteran students as well as providing access to affordable education. They assist veterans with accessing college-wide services, receiving their VA education benefits, and providing opportunities to gather in the Veterans Centers on each of the southern campuses.

During the 2019-20 year, the Veterans Services team identified 234 military or military family members enrolled. Of these, 202 students used VA Educational Benefits to pay for their tuition and fees, a total of $316,113.
Veterans at MCC use benefits from a variety of programs, with Chapter 33 benefits accessed most frequently. Benefits come from Chapters 33, 30, 35, 31, 1606, and the Tuition Assistance and Yellow Ribbon programs.

The College Outreach and Resource Engagement (CORE) project began in 2019-20. This program implements a caseload approach to working with veterans to connect them with services and resources. The Veterans Services team successfully connected with 60% of identified students. Of those successfully contacted, 37% in the fall and 21% in the spring requested assistance in accessing resources. During both the fall and spring, the most common request was for education resources, making up 36% of requests.

The Veteran’s Affairs Centers and Veteran’s Affairs Club remained active across MCC’s southern campuses. Veteran students participated in campus-based activities organized by the SAC. The VA Club in Kingman held a Veteran’s Day event to honor students, faculty, and staff who served. Veterans using the VA Centers cited that the computers provided there are one of the most valuable resources in those spaces.

Registrar’s Office
The Registrar’s team supports retention and completion efforts through the review and management of academic records. Support is provided with transcript reviews for incoming credit, providing feedback for academic program proposals, assisting staff and students with registration-related needs, and reviewing graduation applications for degree conferral. The team partners with academic and administrative groups across the college to support administrative processes.

Enrollment Monitoring
The Registrar’s team monitors enrollment data each semester, providing current and historical data to support recruitment, retention, and budgeting efforts at MCC. Student Services then uses this data to help determine the achievement of recruitment and enrollment goals. They also use
this data to identify opportunities to attract new students and provide support to current students.

![Total Credits by Academic Year](image)

*2019-20 data as of 5/5/20*

Dual enrollment credits typically account for between 4100 and 5500 credits, or 13% to 16% of all credits during the fall and spring semesters. Dual enrollment credits represent an opportunity for growth and a means to provide an affordable college education to students.

Enrollment trends indicate that fall enrollment is typically larger than spring enrollment. This trend relates to larger numbers of students enrolling in the fall as compared to the spring and summer semesters.

Credit hour counts drive the Full-time Equivalent Student Enrollment (FTSE) measure that determines state funding expenditure levels. The most recently completed FTSE audit had no reported findings. MCC’s FTSE report for that audit certified 2228 total FTSE, 247 total FTSE dual enrollment, and 853 CTE enrollment. A comparison of the FTSE counts to actual student headcounts demonstrates that most students at MCC do not enroll full time during the fall and spring semesters.
Dual enrollment students typically represent 17% to 19% of all students during the fall and spring semesters. These same students have the opportunity to enroll during the summer through the Summer Bridge and Early Start programs.

**Transcript Evaluations**

Transcript evaluations occur for both incoming and returning students. Evaluations for both groups of students involve determining how credits earned at other institutions, and by examination, can fit into the declared MCC program. This process helps students achieve completion sooner and more affordably by lessening the number of credits required for completion at MCC.

The Registrar’s team also produces transcripts to send to other institutions. Producing these outgoing transcripts typically supports a student’s application for admission to a four-year university or other educational institution. Credits transferred from MCC then reduce the student’s time and financial commitment toward reaching their next educational goal.

The largest number of transcripts are requested in May, when the academic year is ending, as compared to any other month. Almost 57% of all transcript requests made between May 2019 and April 2020 were delivered in an electronic format.

**Degree Declarations**

The act of officially declaring a program of study sets the student on a path that impacts their interactions with teams across the college. The declaration dictates which courses can be paid for with financial aid and veteran benefits, which transfer credits can be applied, informs advising conversations, and dictates how the student is included in reports to outside agencies. The team processed over 3,000 degree declarations in the 2019-20 year.

**Grade & Withdrawal Reporting**

The Registrar’s team is responsible for the collection and maintenance of grades reported by Instructors. While data shown for the spring semester is currently incomplete, it shows an
increased number of withdrawal grades and the introduction of the WC grade for COVID-19 related withdrawals. Current data shows a 40% increase in withdrawals during the spring of 2019-20 as compared to the spring of 2018-19.

The Registrar’s team also monitors course withdrawals and the week they occur. The data shows that withdrawal trends at MCC match trends nationwide with the greatest number of withdrawals occurring in the latter half of the semester.

The Registrar’s team shares withdrawal data with the Financial Aid team for performing the Return to Title IV (R2T4) calculation and with MCC Connect for the Withdrawal Intervention Program. This outreach program involves Call Center staff providing information to students about the consequences of withdrawal for making informed choices.

60+ project
As part of MCC’s efforts to support the Achieve60AZ initiative, the Registrar’s team set out to identify students who earned 60 or more credits but did not receive a credential. The team identified 111 former students who were immediately eligible for a credential. Of these, 36% responded that they wanted the credential awarded. MCC will confer these credentials along with all other spring 2019-20 conferrals. The Registrar’s team also identified an additional 543 former students who need 1 – 4 courses to complete a credential. By partnering with the Business Office, the team secured funding to cover tuition if these students choose to re-enroll.

Degree Conferral and Commencement
The Registrar’s team manages the process of conferring, producing, and delivering degrees and certificates. Students can submit their application for graduation during three open periods through the academic year.
Per the graph, a large number of students complete an Associate of Arts (AA) and/or an Associate of Applied Science (AAS) degree, as well as certificate (CERT) programs. Other credentials noted include Associate of Business (ABUS), Associate of General Studies (AGS), Associate of Science (AS), and Certificate of Completion of the Arizona General Education Curriculum (AGEC).

Financial Aid

The Financial Aid team provides access to education through affordability. The team achieves this by offering scholarships, grants, work-study, and low-interest loans to enrolled students.

Disbursements

Financial Aid spending each year is closely tied to enrollments. Pell Grant spending in 2019-20 is expected to exceed that of 2018-19 due to a change in the formula used to calculate awards during the summer. Total borrowing each year continues to decrease.
Spending increased in both BOG Scholarships and College Work-Study in 2019-20. For the one semester, the Financial Aid Office oversaw the disbursement of Retention and Completion Initiative (RCI) funds, which contributed to the increased spending of BOG Scholarships. RCI spending accounted for $59,325 in total BOG spending. The CARES Act allowed schools to continue paying work-study funds to students whose work is interrupted by the pandemic. MCC’s student employees are being paid through the end of the spring semester based upon their regular hours.

**Processing**

The Free Application for Federal Student Aid (FAFSA) and enrollment drive the determination for aid eligibility. In 2019-20, as of 5/4/20, approximately 48% of FAFSA submitters received a disbursement of some type of financial aid. Receiving an aid offer but not a disbursement, typically points to non-enrollment.

**Student Worker Appreciation**

The National Student Employment Association declared the second complete week in April as National Student Employment Appreciation Week. The Financial Aid team first celebrated Student Worker Appreciation Week in the 2018-19 year by providing a t-shirt with a unique design to each student working in April. In 2019-20, students received an electronic certificate of appreciation. The team plans to provide t-shirts again in 2020-21.
Default Management
The Financial Aid team works incredibly hard to prevent students from defaulting on their loans and continues to maintain a focus on decreasing the 3-Year Cohort Default Rate (CDR). The 2017 draft CDR is 12.3%, MCC’s lowest rate since moving to a three-year measure.

Historical Cohort Default Rates

*2017 Official rate is expected in the fall of 2020

Default Prevention Efforts
Default prevention efforts consist of both proactive and reactive outreach to students and include:

- Debt summary letters to current students
- Grace notices to students recently in grace
- Postcards to borrowers in early-stage delinquency
- Regular e-mails and calls to borrowers
- Tube mailers to borrowers in late-stage delinquency

MCC currently works with a third-party agency to increase outreach to students who are in repayment as well as provides a financial literacy component for all students to learn more about managing their funds.

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 Centers (SSCs). These two departments collaborate under one supervisor, ensuring an all-inclusive team approach to assisting students - from testing and course placement to advising and academic assistance (i.e., tutoring, holistic supports). 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.
COVID-19 Response

As MCC implemented its COVID-19 response in March 2020, all departments within Student Success and Retention converted to providing its services via remote access. Students were contacted via Zoom sessions, e-mail, and telephone. Advisors and SSC staff conduct business as usual remotely. Student outreach efforts increased as the team worked to provide students a direct connection with support staff, especially to those who had face-to-face classes converted to online classes. The SSC designed two virtual workshops aimed at providing additional support for students during the COVID-19 online conversion of on-ground classes. By April 30, 2020, *Just the Basics* was attended by 32 students, and *Navigating MCC* was attended by 78 students.

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 and designed for students at every stage of their academic journey. The SSC provides services from tutoring, academic support, study skills, to making connections with other departments.

This year, the SSCs expanded hours of operation, extending its tutoring services for English and math along with subjects such as science, computer science, and accounting. Tutors connect with their discipline faculty to get an understanding of the instructor’s expectations and be prepared to assist students. These extended hours also increased outreach efforts as students are more accessible during the evening hours.

Student Support Connections

SSC continues to provide support through its Student Support Connections virtual tutoring which gives students the opportunity to receive academic assistance and guidance online, regardless of location, as it was created explicitly with the student who cannot 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
- talk with a Veteran’s Coordinator
- schedule a testing session
Student Support Connections also connects students with the library staff through a portal to access help for conducting research. Virtual tutoring sessions resulted in 26 students sitting for 69 tutoring sessions for a total of 92 hours from 7/1/19 through 5/13/20. During the college’s COVID-19 closure, tutoring sessions became virtual.

**New Student Orientation**

The SSC took the lead this year in the redesign of the New Student Orientation program and worked with other departments to structure engaging, informative and interactive sessions covering campus life, college programs, and ways to succeed at MCC. Sessions are poised to begin when the college’s COVID-19 response opens student access to campus activities. An online version of the New Student Orientation program is planned for implementation during the summer of 2020.

**Big 9 Real-Time Intervention**

The “Big 9” are nine courses that data indicates when a student receives a grade of C or below chances are high that he/she will not return to MCC the next semester. Real-time intervention 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 issued through the SSC for students to receive assistance. Emergency grants were made available to qualifying students.

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.

**Student Success Center Traffic**

Tutoring services continue 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 outreach increased by more than 30% in April as the SSC moved to support students displaced from the classroom into online class delivery during the COVID-19 response. The SSC began reporting interactions (each time a student connected with the SSC) as a more accurate measurement of SSC traffic. During the 2019-20 academic year (as of 5/1/20), the SSC provided: 2,230 tutoring interactions (sessions), 3,657 outreach interactions (Big 9, classroom visits, COVID-19, on-ground to online first time students), 765 other (laptop use, community resource requests, bus passes) and 6,751 total interactions.

Before COVID-19 campus closures and going completely online, SSC traffic was measured by campus visits with Neal Campus – Kingman having 1,254 (44%) visits this past year, followed by Bullhead City Campus with 1,131 (40%) visits and Lake Havasu City at 458 visits (16%).

Students tend to frequent the Student Success Centers mostly for assistance in math; however, demand is growing in other subjects as well.
### SSC Tutoring Subjects by Highest Number of Tutoring Sessions

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sessions</th>
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<tbody>
<tr>
<td>MATH</td>
<td>1,386</td>
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<tr>
<td>Resources</td>
<td>346</td>
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<tr>
<td>English/Writing</td>
<td>264</td>
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<td>Biology</td>
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<td>EdReady Math</td>
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<td>Computers</td>
<td>94</td>
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<tr>
<td>Navigating MCC</td>
<td>78</td>
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<tr>
<td>Essay Review-All Subjects</td>
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<td>Psychology</td>
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<td>GED Prep</td>
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<td>Navigating MCC Workshop</td>
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<tr>
<td>Accounting</td>
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<tr>
<td>Just the Basics: Study Skills</td>
<td>32</td>
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<tr>
<td>Survive &amp; Thrive In College</td>
<td>29</td>
</tr>
<tr>
<td>Beginning Accounting</td>
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</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.

- 355 total students July 2019 – April 2020
- 652 tutoring sessions held
- 373.28 hours of tutoring provided
Early Alerts - Tutoring Referrals:

SSC Coordinators on each campus receive referrals from faculty and staff regarding a student’s tutoring needs. From July 2019, 447 referrals were submitted. Each student receiving a tutoring referral received outreach calls and e-mails to help connect them to the resources they need to be successful.

Student’s utilization of the centers continues to grow with the SSC providing services and exploring 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.
- 1,160 students utilized tutoring services provided through the Student Success Centers on the three southern campuses resulting in 2,320 sessions.
- 355 students utilized services provided through SmarThinking™, participating in 718 tutoring sessions. The writing lab continues to be the most used subject.
- During the COVID-19 response, faculty extended supplemental instruction hours to assist with remote tutoring needs.

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.

At present, the advising department follows the intrusive/proactive advising model, which involves advisors reaching out to students at critical points in their academic careers to ensure adequate progress towards the timely completion of their educational goals.

Case Management

Supporting the student experience from connection through completion requires an intentional student-centered design. This requires the institution be student-ready through intentional planning and integrating critical student academic and personal supports. Embracing the goal to be student-ready, both advising and SSC staff committed to shifting the focus of the team from providing cafeteria-style services to providing holistic services.

The team reviewed current student needs and MCC’s capacities and implemented changes in daily operations and structural process changes. Students were assigned an advisor to work with from enrollment through completion, providing a seamless, personalized experience and a holistic connection to the needed supports to reach their educational goals.

The team is in the early stages of implementation. While advisors focus on developing academic plans for each new student, the SSC is enhancing and expanding its ability to provide student supports, such as tutoring and referrals to community resources. As the project plan develops, the team will work to serve all students in all areas in support of the achievement of their educational goals.

J1 Conversion

The college upgraded its student management system in April 2020. Preparation for this upgrade began in November 2019. Advisors and SSC staff worked closely with the implementation team to prepare the student data for conversion. Training sessions were conducted for all department staff. Many of the new or enhanced features of the upgrade support the case management structure and process changes implemented. As the case management project progresses, these J1 enhancements will be utilized to provide a more personalized student experience.

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, with Successful Start Advising sessions focused 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 (i.e., class withdrawal, academic probation, dismissal)
• transfer opportunities upon completion of their MCC degree or the completion of an academic plan

As of April 30, 2020, 426 students had completed a Successful Start session for the 2019-20 academic year.

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 483 milestone advising sessions held through April 2020.

Student Support in the Classroom
Two advisors taught 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 61% (7,427) of the total sessions provided through April of this year. In addition, 12,206 advising sessions occurred between July 2019 and April 2020. Remote access (e-mail, phone, and virtual online) sessions comprised 39% (4,777) of the advising session from July 2019 through April 2020.
Virtual advising provides remote access via Zoom technology to an advising session. Students connect with an advisor remotely and can 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 processes and forms as well.

During the COVID-19 response, advising moved to 100% remote access to providing students with advisor access and 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, with provided video instructions on how to schedule an advising session at the click of an image.

**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
- Administrative Withdrawal (WR1)

Advisors reach out to students identified in life or financial alerts. 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 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 telephone 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.

Students can access a dedicated website for thousands of articles and resources supporting work/college/life balance, and to chat live (LiveCONNECT) for in-the-moment counseling via an online counseling portal. MCC has had a handful of students who 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%, lower than national standards. However, this service has proven extremely valuable in helping staff and faculty feel equipped to assist 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.

Centralization of Testing Services
Prior to April, 2019, the administration of testing services was managed by individual campuses. This included scheduling, budgeting and ordering, training, and communication with both internal and external parties. This year, administrative tasks were centralized under the Office Technician resulting in a single point of contact, allowing for better management of the testing services budget, vastly improved internal and external communications, and reduced the burden on advising staff. This reorganization allowed advising staff to better focus on academically supporting students.

Testing Traffic Data
Between July 2019 and April 2020, the testing center administered 4,549 exams. As with advising, the staff sees a peak in the testing numbers in August during peak registration for the fall semester. Testing centers also see steady testing traffic throughout the spring semester due to ongoing testing at the local area high schools for Dual Enrollment classes.
Lake Havasu City Campus
Executive Summary

The LHC campus boasts noteworthy achievements that further demonstrate our collective dedication to providing meaningful student experiences, and constant improvement of our campus environment, as well as that of the community. 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.

Student Life and Leadership
Student Activities

In keeping with MCC’s mission, LHC remains steadfast in our commitment to create a student life experience that supports and challenges students to learn and grow in an inclusive and supportive community and are proud of this year’s efforts to provide opportunities for student engagement and leadership development that prepare our students to be successful graduates and responsible citizens.

The Student Activities Council elected officers in the fall and met bi-weekly to discuss activities and programs they felt were of interest to the students at large. At the first meeting the council learned the importance of civic and community engagement and being of service to the college and the community. They were encouraged to focus on both in the coming year. SAC planned and sponsored an event in the fall to promote and encourage involvement in the campus clubs and organizations.

In the spring the council decided to make a change and planned and organized an Acoustical Jam session. Twelve local musicians came and set up their instruments, speakers and mics to play their favorite tunes. In addition to MCC students, staff and faculty, LHHS Dual E and ASU students also came to hear them. SAC sent a special invitation to the international students enrolled at ASU Havasu campus. The ASU recruiter along with 4 international students attended and one young man from China played classical guitar for which he received rousing applause.

SAC co-sponsored and participated along other clubs at the Halloween Spooktacular event, London Bridge Day’s parade and the holiday event, MCC Shines. SAC also sponsored a “Brain
Food” event that provided students with healthy snacks during mid-terms and finals weeks. There were also 2 blood drives and 6 AZ Humanities programs. All were open to the public.

Early in the spring semester, Student Activities Council partnered with the Arizona Youth Partnership, the Young Adult Development Association and MCC's substance abuse program to present "Hobbies Not Habits." The purpose of this event was to invite youth and their parents and show them there are alternative activities in which they can become involved rather than unhealthy habits like drugs and alcohol. The event held in the 600 parking lot and several campus buildings drew over 300 young people and adults/parents to campus. Thirty-two allied health and PTK students and 22 faculty and staff helped plan the event and also worked during the event to make sure the event was a success. And indeed it was.

To support the college's strategic plan goals the students were charged with the development of a calendar of themes and events that promote multicultural awareness to local communities. The LHC SAC voted to utilize student funds in support of this goal. They agreed that related programming would help to cultivate an inclusive college climate that recognizes, respects, and celebrates local and global multiculturalism.

The programs they chose included 4 Frank Talks and 2 AZ Humanities presentations. The first one of the school year was “Borders, Walls, and Immigration,” Because this was considered to be a very sensitive topic there was much trepidation at first but all agreed that the topic was also important and that MCC should take the lead and proceed. Thirty-seven people attended the event and the 29 surveys submitted gave high ratings in the categories of learning something new and information that could be used. Some of the participants stopped by the library the next day and some emailed to discuss the event and to let us know how pleased they were with it. The most important takeaway from this is that we, MCC, offered the community a chance for their voices to be heard about a very real and sensitive topic within a safe and controlled environment.

This program was followed by 3 more Frank Talks "Can I Tell You How Much I Hate You?” and “White Allies 101: Outreach, Engagement and Change-making,” and “Diversity, Equity and Inclusion". These topics were also considered to be sensitive in the current climate. Two AZ Humanities programs rounded out the year to celebrate African-American History and Women's History, "Coded Messages & Songs of the Underground Railroad" and "The Women of Air Force Service Pilots (WASPS) of WWII."
The Bighorn Decoders Computer club’s gaming event was huge success. Participants brought canned food items that were donated to the Havasu Community Health Foundation Food Bank. Physical Therapist Assistant Club (PTA) Club held several fundraisers to support their end of year events and volunteered serving meals to seniors. PTK Inducted 12 students at this year’s ceremony. Mayor Sheehy attended the induction ceremony and the guest speaker was Dean Woods. The PTK students were also busy this year volunteering at several community events. The Student Art League (SAL) created tote bags showcasing their art work and sold them at one of the First Friday events. They also staffed a booth at the Hobbies not Habits event showing kids how to make tie dyed shirts.

Student Recognition Awards
At this year’s student recognition event 92 students received awards for the academic achievement and outstanding leadership and service to the college and community. A new award was created by math instructor Laurel Clifford. She called it the “True Grit” award. She selected 7 students for this award for their tenacity in overcoming obstacles while learning math. Two students received the campus Dean’s award for their volunteer work in the community and for their support of the LHC campus and students. Unable to have the usual luncheon ceremony all awards were mailed along with written congratulations from the dean and the president.

Campus Events & Community Engagement

The Lake Havasu Campus events were quite extensive this year. In August the campus was honored to host Coffee with the Mayor and City Manager and 70 community members. This was the first time since this events inception but hopefully not the last. In October the LHC Halloween Spooktacular welcomed close to 900 parents and children to the event. Costumed students, staff and faculty helped the crowd play games to win candy and prizes. Compliments received from parents were many. They all said how much they appreciate MCC for providing a safe place for kids to have fun.

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 walking along side handing out MCC swag to the parade goers.

November began with the campus hosting the AZ Town Hall on Strong Families, Thriving Children. This event
brought together a diverse group of Mohave County elected officials, community leaders, educators, and others for invigorating discussions on critical issues facing the state.

A second town hall meeting was held in April of this year via video conferencing. MCC was invited and was pleased to participate in a discussion on addressing the justice gap in Mohave County. The focus was on the need for legal services that strong families and thriving children often need but frequently cannot afford.

One of the highlights of the year, and the most fun, was welcoming fourth graders from Havasu Preparatory Academy who came to campus for a tour and to meet the president and members of the board. This class was adopted by the campus and each student received an MCC Bighorn T-shirt. The plan is keep track of these youngsters, meet with them each year and encourage them and their parents to consider MCC after they graduate high school.

At the fall Campus Advisory Council luncheon November twenty-five individuals from law enforcement, social service agencies, education, fire services, the city of Lake Havasu and local businesses provided feedback and recommendations.

December MCC shines attracted 150 members of the community to watch a magician perform and then participate in the campus lighting ceremony and then a visit with Santa among holiday trees elaborately decorated by students, staff and faculty.

In January 35 members of the 2020 LH Chamber leadership group met at the campus to hear a presentation from the campus dean on professional development opportunities that MCC offers and to tour the campus.

The Arizona State Attorney General’s office requested and was given office space at the campus for representatives to visit with the public two days a month to offer information and services. The Arizona Youth Partnership also requested and the campus was privileged to be able give office space as well. The AZYP is a group that builds solid foundations for youth and families by partnering with Arizona communities to prevent and solve local issues such as substance abuse, youth homelessness, and lack of educational opportunities, teen pregnancy, and challenging family dynamics. The campus was pleased to be a part of their important work in the community.
The Lake Havasu City campus facilities department supports the mission of MCC through the planning and development of facilities and standards which advance learning by providing a safe, sustainable, and high-quality environment.

During the past year an analysis of the campus looked at the quality of existing space in order to determine the need to renovate or replace existing space, or the space’s relevance to evolving programs or community events. Considering that classroom utilization can be affected by a number of factors including capacity, seating type and location, as well as the quality and condition of the space the analysis also determined that for current on-campus programs and enrollment there is more than enough adequate space. This year, the 600 building multipurpose room was modernized with configurations that offer upgraded audio/visual technology, lighting with scene controls, improved acoustics and functional furniture. The work completed in this room provides a more welcoming space for the campus and the many community events held there each year.

Renovation of the nursing classroom and lab now provides an enhanced teaching and learning experience that has proven to have a positive impact on student success and recruitment. When the area was finished a nursing student remarked, "This is great. We’re glad MCC did this for us."

The most recent renovation completed was in the Surgical Technology building. Last year the campus was privileged to receive a Syndaver surgical synthetic human (mannequin) that must reside in a 100 gallon storage tank of water. Once an adequate space was found a minor reconfiguration of the room was needed and a larger doorway needed to be cut so the mannequin could be easily moved in and out on a hospital gurney when needed. The Syndaver will be used by not only the Surg Tech students but also by the the Nursing students, PTA students and students enrolled in the biology anatomy and physiology classes. Hopefully the students will get back to campus soon so they can practice and expand their learning of the human body.
Crisis Management and Safety

The Lake Havasu Campus works diligently to reduce risk and the potential for accidents and/or crime. The safety and well-being of our students, faculty, staff and visitors is of primary concern. Safety and security are a shared responsibility, and all employees are encouraged and expected to contribute to the well-being of our campus. The LHC Crisis Management Team consists of 20+ faculty and staff from a cross section of divisions and departments. They meet monthly to discuss and promote best practices for campus safety. At each meeting this year the group engaged in table top exercises using scenarios surrounding planned campus events such as Halloween and MCC shines. By using real events the exercises became more real and proved to be important in safety planning for the event. Because the Lake Havasu campus has two building with a second floor the LH fire chief was invited to one of the monthly meeting to discuss evacuation of persons who are handicapped. Three members of the campus team attended ALICE training this year and are now certified trainers who are able to train other staff and faculty. The team as well as the entire campus supports that being an aware, informed, alert campus community that is committed to reporting suspicious activities and using common sense when carrying out daily activities is the best way to ensure a safe environment.
Neal Campus Kingman
Executive Summary

The Neal Campus Kingman (NCK) was flourishing with multiple opportunities for student and faculty involvement and community engagement occurring throughout the school year. Our committed faculty and staff continued to deliver a quality education and services to students that both improves lives and communities. The COVID-19 pandemic has significantly affected the NCK students, faculty, and staff, but the students, faculty, and staff remain creative, determined, and positive.

NCK SAC Observatory
High Desert Astronomy Club in Kingman, AZ requested permission to have the occultation for the Mercury Transit at the MCC Observatory on November 11, 2019. The only spot visible was planet Mercury, making a leisurely 5 ½ hour transit in front of the calm solar disk. About 1/200th the apparent diameter of the Sun, the silhouette of the solar system’s inner most planet is near center in this sharp, full Sun snapshot.
Following its transit in 2016, this was Mercury's fourth of 13 transits across the solar disk in the 21st century. The next transit of Mercury will be on November 13, 2032. This Mercury Transit only happens 13 times a century.

The NCK Observatory building located in the middle of the campus has been updated with fiber data cable connection and other IT equipment to allow internet access to share occultation and other events.

MCC’s NCK has been collaborating 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.

Facilities Projects and Improvements
The Neal Kingman Campus (NCK) Facilities Department, contributed in part or in whole the following improvements: replacement roofing for Building 401/402, refreshing the parking lots on east and west campus and building flooring refresh in buildings 200, 300 and 600.

- West Campus parking lots removal of old asphalt and replaced with new asphalt including parking stall striping, handicap logos, arrows, designated motorcycle parking, speed bumps and stop bars painted
- East Campus parking lots and roadways were seal-coated as well as the refreshing of parking stall striping and additional handicap, and designated motorcycle-parking stalls were also added.
- Building 500, Phase II included the installation of improved LED lighting in common area and select locations, paint and sound management materials.
- Building 100 restrooms and break room refresh completed with new wall and flooring tile, sink and commode and new low energy tankless hot water heater. Installed filtered water fountain bottle filling station.
- Building 103 exterior restroom with public access refreshed with paint, new wall and flooring tile, sink and commode and new low energy tankless hot water heater.
- Building 200, 300 and 600 concrete floors polished and sealed.
Student Life

Student life on Neal Campus-Kingman was very busy with hosted activities. Similarly, the dedication of the Student Activities Council (SAC) executive board members encouraged student life on the NCK campus to thrive. NCK SAC Officers participated in the Strategic Plan preparation and provided their vital input for the student experience at MCC.

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 25 events and student activities during the past year, several of which were open to the public. Public events such as Boomer’s Spooktacular Candy Adventure, MCC Shines and Polar Express Adventure.

NCK hosted MCC Shines on December 3, 2019 where Mr. and Mrs. Santa Claus and helpers entertained over 400 children. The MC4 Computer Club’s tech recycling drives was a huge success teaming up with the City of Kingman Public Works Department to collect unwanted or broken electronics from the community. NCK Student Activities Council hosted Welcome Back Bash September 26, 2019 for new and returning students; highlighting many of the programs offered by MCC.
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 24 new members during Fall 2019 Induction ceremony and 25 new members during Spring 2020 Phi Theta Kappa Induction Ceremony.

NCK Faculty Community outreach

NCK Faculty; Gerald Gridiron, Cesar Fuentes, and Matt Wienke visited the Club for Youth several times in the Fall 2019 semester sharing opportunities with students who are interested in a STEM education. Cesar focused on biology and life sciences, while Gerald and Matt focused on the physical sciences and engineering. The NCK Faculty engaged the students with math jeopardy game, while having fun and help them to consider MCC as a viable and valuable route for their future.
NCK Native American Outreach and Inclusion Action
NCK Campus Dean, Fred Gilbert attended meetings with Leon Ghahate, Hualapai Tribal Nation, Director of Hualapai Education & Training in Fall 2019 and again in Spring 2020 began to take steps to strengthening the partnership by expanding course offerings to Hualapai Tribe. The Hualapai Tribal Nation and MCC were beginning discussions to offer and make available the MCC’s EMT/EMS training programs to all members of Hualapai Tribal Nation.

Student Recognition
The NCK students receiving Academic, Club participation and Pinnacle awards were recognized via postal service. Each recipient received their award certificate(s) and a personal letter from NCK Campus Dean, Dr. Fred Gilbert including a separate note from MCC’s President, Dr. Stacy Klippenstein.

It was a great pride and pleasure to award Elizabeth Najera with spring 2020 Campus Dean’s Award at the Neal Campus-Kingman (NCK). Elizabeth took it upon herself, this past Fall semester, to create a Jacket Drive for local elementary under-served students in the Kingman Unified School District (KUSD). She raised $525 as well as collected approximately 80 new and used jackets that were distributed by the KUSD district office to their students. With the funds raised, she purchased 36 new school logo jackets that were distributed to Black Mountain Elementary School. KUSD was pleasantly surprised with the Jacket Drive and her concern for the well-being of their students that they honored her at the December 2019 KUSD Board Meeting. This is a small example of the amount of gratitude that Elizabeth has been able to acquire throughout the district, not just at MCC.

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 “Stop the Bleed” training presented by MCC Faculty. Additionally, NCK held First Aid and Cardiopulmonary Resuscitation training in the fall. The following are the numbers of employees located on the Neal Campus Kingman, who successfully completed training for each area of training:
NCK Campus Dean, Fred Gilbert, was scheduled to attend the Adult Mental Health First Aid Training in February 2020. The dates coincided with ALICE Instructor Training therefore, Shari Walters, Assistant to the Campus Dean attended the training and received the 8-hour Certificate for completing the course. The training is sponsored by National Council for Behavioral Health and provides training for individuals to help people experiencing problems such as depression, anxiety disorders, psychosis and substance abuse disorders.

MCC NCK hosted ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Instructor Training.

- **Alert** is your first notification of danger. It is recognizing the signs of danger and receiving information about the danger from others.
- **Lockdown**: If Evacuation is not a safe option, barricade entry points. Prepare to Evacuate or Counter if needed.
- **Inform**: Communicate real time information on shooter location. Use clear and direct language using any communication means possible.
- **Counter**: As a last resort, create noise, movement, distance and distraction to reduce the shooter’s ability to shoot accurately.
- **Evacuate**: When safe to do so, run from danger using non-traditional exits if necessary. Rally points should be predetermined.

Dr. Lucinda Leugers, Brian Butti and Dr. Fred D. Gilbert, Jr. completed the Instructor Training by ALICE Institute. ALICE Training is the leading program for response to violent critical incidents (VCI). VCI are man-made forms of violent disaster, including: active shooter, violent intruder, mass shooting, terrorism, workplace violence, and other unexpected tragedies.

The mission of ALICE is to save lives. The training program empowers individuals to participate in their own survival using proactive options-based response strategies when faced with violence and the ability to teach others these lifesaving strategies. ALICE Training is specifically recommended by States of Massachusetts, Alabama, Vermont, Illinois and Florida.

NCK has three Certified ALICE Instructors that are excited to train MCC Staff and Faculty. Due to the COVID-19 pandemic, training will begin in Fall 2020 or Spring 2021, once the NCK Campus is fully open to accommodate the ALICE training.
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, the local community and NMC are in flux. One of the challenges this year at NMC was 14% of its staff utilizing FMLA, resulting in extended absences and increased workloads. As the community and the staff overcome these challenges, growth has emerged. The campus is poised to meet the needs of a growing community and will continue outreach to K12 partners, improving its crisis management planning, and connecting with the constituents of the Arizona Strip.

Student Life

This year’s Student Activities Council (SAC) brought a high level of leadership and enthusiasm. The group participated in and organized the following events: Fall Welcome Back Activity, Constitution Day, Spooktacular, Trunk or Treat, Honor Bar, Santa Pictures at MCC Shines, Chocolate for Finals Week, Spring Welcome Back Activity. More events were planned, however, the global pandemic posed a challenge and had to be cancelled. SAC continued their leadership through online events and gave feedback to our virtual graduation ceremony. The Student Activities Council push for improving student engaging in campus life.

As for student clubs, Phi Theta Kappa (PTK) experienced a rebuilding year. Scott Sweet and Karen Harris volunteered to lead the chapter as club advisors. Members participated in the following events: MCC Shines, PTK Orientation, PTK Induction, Volunteer at the Food Bank, Regional Development Leadership Institute, and Wear Purple Day for Domestic Violence Awareness. NMC’s chapter bounced back with high participation and received the Reach Award from National PTK.

Focus on Allied Health Programs

This year NMC focused on recruiting Allied Health students from the surrounding communities. Recruiters attended events such as The Washington County Fair, Woman’s Expo, and 4th of July. Furthermore, in a joint effort with MPIO an advertising campaign was launched to update billboards, radio ads, and virtual commercials. Fall applications currently show that the 2020-2021 nursing cohort will be at full capacity. Also this summer EMS faculty will be providing training to a cohort of Emergency Medical Technician students located in Richfield, Utah.

The campus has partnered with the new Health Valley Clinic to provide training for Medical Assisting students (MEA). The NMC Foundation chapter has procured a scholarship for $30,000 so that MEA students will have funding to access these classes.
Community Engagement

Keeping a finger on the pulse of a drastically changing community is important. Both cities, Colorado City and Hildale, continue to transform as more property deeds change ownership, new officials are voted into city positions, and new leadership occurs in the town’s Marshal’s office. The exodus of long-time citizens has finished and there continues to be an influx of new citizens. In short, the local culture and economics are being revitalized. There has been an increase in tourism due to interest in Zions National Park. NMC has forged new connections with the Mayor of Hildale, the board of the newly formed UZONA Chamber of Commerce, and the Board of the United Effort Plan Trust. Relationships continue with local high schools and businesses. The following initiatives serve this purpose:

- Partnerships have continued with educational institutions such as Masada Charter School, El Capitan High School, Centennial Park Academy, and Water Canyon High School. NMC hosted seniors from the three high schools to discuss career planning, college readiness, higher education pathways, and more. Also, on January 21st Masada Charter School’s 9th grade attended an event where they participated in an interest survey, career planning, and benefits of high education. Furthermore, MCC continues to hosted FAFSA nights with local high schools.
- NMC hosted a community advisory luncheon on November 11th to gather feedback from local leaders. Many local business leaders, city officials, educational leaders, other community members participated in the event. President Klippenstein led a discussion on how MCC can meet community needs.
- The Business Incubator discussion continued in an action team lead by Dean Woods and Dean Cawley. Faculty and staff researched best practices across the county and visited incubators in Phoenix, Las Vegas, and St. George to create a proposal report. President Klippenstein will review the report and future planning will continue. Discussion with the UZONA Chamber of Commerce shows that there is interest in setting up an incubator in the community.
- 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, and more.
- The NMC Foundation chapter continues to connect to the community providing fundraising and support for MCC. Foundation membership for the NMC chapter is strong and new members signed up during the Oktoberfest Membership Drive in the fall.
- In the spring the board is looking to 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 an ALICE training on the Kingman Campus on February 20th to get up-to-date information about active shooter incidents.
- Stop the Bleed and NARCAN kits were maintained in the 100 and 500 building as a resource for possible emergency incidents.
- 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.
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.

Compliance

The accreditation/compliance office attempts to work with the College compliance risk owners to proactively address 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 compliance program initiatives include gathering and organizing information about relevant laws and regulations and providing training to the college community. Future endeavors includes the clarification of roles and responsibilities; continuation of development of systems and processes to identify, track, monitor, assess, and compliance risk reductions; and providing 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
- Title IX
- Family Educational Rights and Privacy Act (FERPA)
- Higher Education Opportunity Act (HEOA)
- Americans with Disabilities Act (ADA)
- Enterprise Risk Management program
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.

**Accreditation**

The College has continued 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 are established and meet regularly. The Writing Teams started work with S.W.O.T. analyses results 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 Eight 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.

<table>
<thead>
<tr>
<th>Year Pathway Cycle</th>
<th>2019-20 Year 7</th>
<th>2020-21 Year 8</th>
<th>2021-22 Year 9</th>
<th>2022-23 Year 10</th>
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</thead>
<tbody>
<tr>
<td>College Actions</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>
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<tr>
<td>College Actions (internal)</td>
<td>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>
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<tr>
<td>HLC Review</td>
<td>Multi-location visit</td>
<td></td>
<td>10 year Comprehensive Review</td>
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</tr>
</tbody>
</table>

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Title IX
United States Secretary of Education Betsy D. DeVos released new Title IX regulations in May 2020. While the regulations were anticipated, the changes require significant revision of Title IX policies and procedures, as well as the restructuring of the Title IX response team. Additionally, new training will be developed and implemented this summer for faculty, staff, and students.

For the 2019-20 academic year, Mohave Community College provided interactive student training for sexual misconduct prevention and awareness online. The training provided students with opportunities to engage and check for understanding as they proceed through the training. To date 3875 students participated in the online training during the 2019-20 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 online for all college employees this year. Online training is accessible throughout the year for those who need a refresher or are new employees. The college is required to provide annual training, therefore the training will be updated for the 2020-21 school year.

Title IX 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 2019-2020 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.
### 2019-2020 Daily Crime Log

<table>
<thead>
<tr>
<th>Nature (Classification)</th>
<th>Case Number</th>
<th>Reported To</th>
<th>Date/Time Reported</th>
<th>Date/Time Occurred</th>
<th>General Location</th>
<th>Geographic Area</th>
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<tbody>
<tr>
<td>Destruction/Damage/</td>
<td>NCK2019-001</td>
<td>MoCo Sheriff</td>
<td>7/15/2019 8:30</td>
<td>Unknown</td>
<td>Observatory</td>
<td>On Campus</td>
</tr>
<tr>
<td>Vandalism of Property</td>
<td></td>
<td></td>
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<td>Vandalism of Property</td>
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<td>Vandalism of Property</td>
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<tr>
<td>Burglary</td>
<td>BHC2019-002</td>
<td>Bullhead City PD</td>
<td>9/30/2019 16:10</td>
<td>09/30/2019 1-4PM</td>
<td>Pkg. Lot east of 500 bldg.</td>
<td>On Campus</td>
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<td></td>
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<tr>
<td>Larceny/Theft</td>
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<td>Destruction/Damage/</td>
<td>BHC2020-002</td>
<td>Bullhead City PD</td>
<td>2/19/2020 3:20</td>
<td>02/19/2020 Unknown</td>
<td>Pkg. Lot west of 900 Bldg.</td>
<td>On Campus</td>
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<td>Destruction/Damage/</td>
<td>BHC2020-003</td>
<td>MCC Personnel</td>
<td>2/2/2020 9:00</td>
<td>02/26/2020 Unknown</td>
<td>Quad Restrooms</td>
<td>On Campus</td>
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<tr>
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**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 three learning opportunities for students, faculty and staff to engage in prevention and bystander intervention education: Paint the College Purple, NO MORE Week, and Denim Day.

*Paint the College Purple for Domestic Violence Awareness*

October is Domestic Violence Awareness Month (DVAM), 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, speaking events, and a MCC exclusive t-shirt. National Domestic Violence information signs with pull tabs were placed in all college restroom stalls. On Thursday, October 24th students and staff supported awareness by “Painting the College Purple.” The wearing of purple on Purple Thursday has become a national statement to honor victims and show of support for survivors of domestic violence.

October events across all campuses reported positive engagement and responses from our campus communities. This year we launched an employee DVAM purple t-shirt sale to promote the wearing of MCC purple on Purple Thursday October 24th. This promotion required collaboration between members of IT, MPIO, the Business Office and our office to make it a reality. In total we had 106 orders by employees and, as evident on Purple Thursday October 24th, MCC employees show great support for DVAM awareness.

*Other Domestic Violence Awareness Month events included:*

North Mohave Quilting Project: Kristi Naylor led the project and reported that the project went well and was well received with student involvement. In Lake Havasu, HAVEN house gave a presentation about domestic violence and local resource with a total of 19 attendees and the PTA student club supported DVAM by ordering their own shirts to stand united on Purple Thursday.
Silhouette Art Installation. Kingman Aid to Abused People (KAAP) loaned MCC their installation piece. Located in room 401, the exhibit was opened for viewing for one hour a day two days a week. Staff reported an averaged one person per day visited, given the location and limited hours this is deemed as a positive response.

KAAP also partnered with Kingman Police Department (KPD) to present regarding domestic violence awareness and prevention on the Kingman campus. In addition, the KPD’s Deputy Chief Rusty Cooper presented at a separate event with 6 attendees about how domestic violence can spill over into the workplace and how to spot signs of domestic violence. Staff reported that there was very good participation from the attendees and discussion on changes in society’s view of domestic violence and why some victims may or may not seek help.

Bullhead City Campus: In Bullhead, the Student Activities Council hosted a presentation by the Fort Mojave Indian Tribe’s Domestic Violence Prevention Program that had 10 attendees. And the PTK hosted the BHC Police Department and Crime Victims Services on Purple Thursday that had over 20 attendees. Lt. Nick Sessions lead a discussion about red flags to watch for in relationships, importance of supporting friends and family members in domestic violence situations, defining examples of domestic violence, and how ask for help. Event surveys show 100% yes responses to the statement “I learned about a civic concern by attending this event.”
**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 annual campaign week. Activities this year included a campus awareness walks and DIY airbrushed t-shirts.

![NO MORE Week images]

**Denim Day (April 29)**

For the past 19 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 virtual Denim Day event on April 29th due to the stay at home order. Employees and students posted pictures on social media sites (#MCCDenimDay2020) and participated in a virtual scavenger hunt.

![Denim Day images]
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. Disability Services is responsible for the facilitation of collaborative efforts between students, internal departments, and external entities and stakeholders to ensure that, in accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 (504), and under the guidance from The Office of Civil Rights (OCR), the college is providing equitable access to all students with disabilities. It is our mission to ensure students with disabilities are provided equitable access to educational opportunities and that they are provided the resources they need to function independently to allow them to succeed in an environment free from discrimination.

Disability-related accommodations are provided to students who self-identify as having a disabling condition, complete a formal request for accommodations, and who provide documentation of the disability. A disability is defined as either a mental or physical impairment that sustains or limits one or more major life activities and can be either permanent or a temporary condition. For 2019-2020, the office received a total of 261 requests for accommodations. Of those, 209 were approved for 144 enrolled students. Of the 20% that were not approved, reasons include non-enrollment or dropping of courses, failure to provide documentation, or accommodation requests determined to be unreasonable or inappropriate.

<table>
<thead>
<tr>
<th>Accommodations Requests 2019 -2020</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>19-20 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time Requests</td>
<td>15</td>
<td>86</td>
<td>56</td>
<td>157</td>
</tr>
<tr>
<td>Renewal Requests</td>
<td>13</td>
<td>36</td>
<td>54</td>
<td>103</td>
</tr>
<tr>
<td>Total Requests</td>
<td>28</td>
<td>122</td>
<td>110</td>
<td>260</td>
</tr>
<tr>
<td>Approved Requests &amp; Enrolled</td>
<td>15</td>
<td>100</td>
<td>94</td>
<td>209</td>
</tr>
<tr>
<td>Percentage of Requests Approved &amp; Enrolled</td>
<td>54%</td>
<td>82%</td>
<td>85%</td>
<td>80%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrolled Students with Approved Accommodations - Disability Conditions</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>19-20 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporary Condition (Non-pregnancy related)</td>
<td>0</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Temporary Condition (Pregnancy related)</td>
<td>2</td>
<td>13</td>
<td>19</td>
<td>34</td>
</tr>
<tr>
<td>Mental Impairment</td>
<td>4</td>
<td>40</td>
<td>31</td>
<td>75</td>
</tr>
<tr>
<td>Physical Impairment</td>
<td>7</td>
<td>33</td>
<td>32</td>
<td>72</td>
</tr>
<tr>
<td>Both Mental and Physical Impairment</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>16</td>
</tr>
</tbody>
</table>

Temporary accommodations represent nearly a quarter of all total approved and enrolled student requests. Students can request temporary accommodations for a number of short term health-related conditions including pregnancy, surgery, hospitalization, and workplace or accident-related personal injuries. Pregnancy-related accommodations make up 74% of all temporary accommodations requests. Students requesting accommodations for pregnancy-related conditions represent an overlap between Disability Services and Title IX compliance.
The office is pleased to report a 100% clearance for faculty response to accommodation notices with an average response time of 1.6 days. Upon initial receipt of the accommodation notice, 51 faculty members requested assistance to facilitate the approved accommodations. 2019-2020 had only one escalation of a student complaint for an instructor’s failure to properly facilitate the student’s approved accommodations.

<table>
<thead>
<tr>
<th>2019 - 2020 Accommodations Faculty Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Notices sent to faculty</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td>21</td>
</tr>
<tr>
<td>Notices acknowledged by faculty</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td>21</td>
</tr>
<tr>
<td>Average response time for notice in days</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td>1.5</td>
</tr>
<tr>
<td>Number of faculty requests for assistance</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

The purpose of disability service accommodations is access, not success. However, it should be noted that students with disabilities have an increased potential to be successful in their studies, if barriers to access are removed. Accommodations are provided on an individualized case-by-case basis and referrals for support services are provided to every student. Overall, this year students with approved accommodations enrolled into 1972 attempted credits and the Undergraduate Credit Earned Success Rate was 77%. However, there are 59 credits still pending under incomplete grade contracts. If these credits are all successfully completed the overall Undergraduate Credit Earned Success Rate would increase to 80%.

<table>
<thead>
<tr>
<th>2019-2020 Students with Accommodation Enrollment and Success Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Attempted AE/Trans credits (ELA, PCS, TRE, TRM)</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>Attempted UG credits</td>
</tr>
<tr>
<td>65</td>
</tr>
<tr>
<td>Total attempted credits</td>
</tr>
<tr>
<td>65</td>
</tr>
<tr>
<td>Total UG credits earned</td>
</tr>
<tr>
<td>65</td>
</tr>
<tr>
<td>Success rate of attempted UG credit</td>
</tr>
<tr>
<td>100%</td>
</tr>
</tbody>
</table>
Of note for this year was the increase in accommodation requests for students with low incidence disabilities. Low incidence disabilities is a categorical term used to define severe physical impairments that occur in less than one percent of total student enrollment. These impairments include hard of hearing, deafness, and advanced visual impairments (e.g. blindness). Although accommodations vary depending on each student and course specifics, generally students with low incidence disabilities require specialized services and assistive or adaptive technology equipment. This year, we experienced a 200% increase in students with low incidence disabilities that require a significant amount of departmental time and resources in order to facilitate specialized services, equipment training, and general student and faculty support.

In the fall, a student with a low incidence disability successfully completed a health professions program of study. The program director, program manager, classroom and clinical instructors worked diligently to meet the complex challenge to provide equitable instruction. The student achieved the required grading and internal testing scores required by the state board for that program’s instruction. Regrettably, the student was met with clear disability discrimination when attempting to register for the state board exam.

The state board refused to make a determination on the student’s request for testing accommodations and the student was not permitted to test with the program cohort. The board questioned the student’s ability to complete specific tasks, the program director’s decisions to admit the student into the program, and the manner in which the program was instructed. The student was forced to contact third party agencies to fight for the right to take the exam. In the end, thirteen weeks after the initially scheduled test day, the student was able to complete the exam. The student passed the exam on the first attempt and has obtained state certification.

Building upon the work of last year, the department researched and tested a number of different assistive technology tools to aid neuro diverse students, updated the free resource section on the MCC Disability Service public webpage to include information about a live transcription application, an online distraction remover, a vocabulary builder, and an anxiety management tool, continued to work closely with the Student Success Center team to share knowledge on tools and resources to help students succeed.

Staff continued with the goal of developing new materials to support faculty efforts to understand and integrate Universal Design for Learning (UDL). Working collaboratively with the Center for Excellence in Learning and Teaching (CELT) department, a four-week professional development Schoology course was created to provide resources and training for faculty regarding ADA, Section 504, and web accessibility (Section 508). The course focuses on why accessibility matters,
instructor responsibilities, introduction to UDL principles, and creating accessible online materials. To date, 85 instructors and staff members have been enrolled into the course. Supporting the current strategic plan goal number two, community outreach to improve services and resources for students with disabilities has continued. The Compliance Specialist serves as active member of both the Mohave County Community of Practice (LoCoPt) and the Special Needs Advocacy Coalition of Mohave County (SNAC). LoCoPt’s primary focus is on helping high school students with disabilities as they transition from high school in post-secondary education and/or employment. And SNAC’s primary focus is on increasing inclusion and access for children and young adults with disabilities and their families in our communities. MCC was represented at the LoCoPt Family Resource Fair in February and hosted two of the three SNAC Community Forums in March.

**Additional Projects**

*Campus Compact:* With a focus on “Improving lives. Improving communities,” MCC has joined a coalition of colleges and universities called Campus Compact. Campus Compact advances the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility. Campus Compact puts special emphasis on partnerships to support educational equity. Campus Compact helps institutions of higher education advance community goals in areas such as K-12 learning, college readiness, college access, and the development student civic knowledge and skills at all educational levels. The Campus Compact team spent the past several months learning about Campus Compact initiatives and introducing the College community to the organization last winter. Stephanie Schooley, Executive Director of Campus Compact Mountain West, visited our college and conducted a series of meeting with college personnel.

*COVID-19 Response Planning:* Crisis Management Team co-chairs Danette Bristle and Dr. Fred Gilbert continued working to provide information and guidance during the COVID-19 outbreak. The Pandemic Response addresses: planning and coordination; continuity of student learning and operations; infection control policies and procedures; and communication planning. The plan is laid out in four levels of response based on stages of the threat of a pandemic outbreak. MCC moved to Stage 4 of the response which includes moving to remote learning opportunities and telecommuting for employees to ensure that the MCC community is able to stay home while continuing with studies or providing student and academic services.
College Advancement

Executive Summary

The College Advancement unit, comprised of Institutional Research, Predictive Analytics, and the Foundation/College Advancement teams, collectively took a future-oriented perspective during 2019-20. Overshadowing most departmental activities was the overarching college strategic plan development process. Cultural development, enhanced interdepartmental relationships, and improved customer service were emphasized in all departments. The Advancement Team made real behind-the-scenes headway redeveloping processes and implementing new tools that will allow the Foundation to look forward and operate more effectively. Meshing departmental goals with the vision and strategies of the new strategic plan will constitute the central challenge of the coming year.

College Advancement - Strategic Planning

As the 2016-2020 MCC Strategic Plan drew to a close, the College undertook aggressive action in the summer months of 2019 to formulate a new plan at the direction of President Klippenstein. Following data gathering exercises led by the MCC leadership team at the All Staff Day event in early September, individuals representing constituencies across the college community were invited to participate on a coordinating strategic planning team. The MCC Strategic Planning Team included community leaders and business partners, students, faculty, and staff—all from across the county. Given current circumstances that included an aggressive completion deadline, an external consulting firm with a proven record of accomplishment, CampusWorks, was selected to facilitate the process. The philosophy and process outlined by CampusWorks aligned with the institutional decision to prioritize collaboration and inclusion.

The team gathered as much data as possible to inform actions and decisions, immediately creating an online information repository accessible to all team members. Communication remained a priority. The team publically shared an evolving calendar of strategic planning (SP) activities, and constructed a public webpage as a mechanism to solicit public opinions and provide information about events and progress. The opportunity for anyone to provide feedback at any time through a specially created email account was disseminated through the webpage and through ongoing email and presidential video messages. Throughout the process, the priority was to create ongoing opportunities for feedback and to honor all input through deep consideration.

The Fall 2019 data collection phase augmented initial data gathered during the All Staff Day event with the results of college and community SWOT surveys. The November Student Experience Workshop enabled students to stimulate broad understanding of what it is like to be an MCC student. The workshop culminated in creation of the Student Experience Statement, an aspirational vision of the MCC student experience—using words taken directly from workshop participants. The statement serves to guide all subsequent decision making.
The MCC Governing Board commenced work on mission and vision statements through workshops in November and January. Participants at the MCC Future Summit in January 2020 explored emergent themes grounded in the feedback collected so far. The large public event involved representatives for college partners across the county as well as college students and employees.

A long, iterative process of data analysis, collaborative planning and writing, collection of feedback, and revision occupied the SP Team during Spring 2020. Expanded through inclusion of additional college managers, the team’s outreach throughout the spring months included multiple surveys involving the community, employees, and students. The Coronavirus COVID-19 pandemic meant moving activities like the Community Gallery Feedback Sessions to online Zoom conferences. Process outputs included finalized mission, vision, values and strategy statements. Objectives that identified mechanisms for achieving and measuring progress toward strategies were finalized through similar processes before presenting a final draft to the board for a first reading on May 15, 2020.

President Klippenstein involved leaders in discussions of implementation: how to lead and live the values espoused in the plan, communications and work structures best aligned to the plan, and application of change management strategies. Meanwhile, action planning commenced, including creation of the Year Zero (2020-21) strategic work plan. Year Zero was so labelled to describe a necessary period of time to best align the institution and its resources toward achievement of goals: designing organizational structures and data gathering processes, establishing infrastructure and data baselines, and establishing budgets in alignment with strategic priorities. Overall, the strategic planning activities helped define new ways of collaborating and communicating. They gave all constituents a voice in creating the future. The consensus-driven process enabled feelings of value, respect and empowerment, and it often inspired higher levels of employee motivation. Although the plan clearly points toward a vision of institutional destination, the strategic planning journey itself was of immense value, stimulating and enabling creative innovation in an environment traditionally resistant to change.

2016-2020 Strategic Plan Monitoring 2019-20
Despite focused attention on creating a new strategic plan, monitoring and reporting of current continued. Implementation of new innovative approaches to foster student success included active planning to deliver a new student orientation program. Similarly, plans to adopt a case management model proceeded. The College became an institutional member of Campus Compact, working on ways to encourage student civic engagement and service learning. Initiatives to work towards becoming a Hispanic Serving Institution (HSI) were studied. The work outlined will all continue through the next plan.
College program development and review processes, faculty professional development community engagement, and workforce development goals all showed forward motion at President Klippenstein’s call to Rethink, Reengage, Recharge. Once again, all are addressed in the strategies and objectives of the new strategic plan.

**College Advancement - Institutional Research & Analytics**

The data team was heavily involved in the data gathering and data interpretation phases of the strategic planning process, providing and organizing numerous data regarding past statistical studies, external trends, current numbers, and other institutional data points and documents such as completed program reviews and historical institutional data. The challenge of Year Zero implementation will necessitate new collection and reporting processes, collaborative new report designs, and data interpretation. In order to effectively measure and potentially reassess forward-looking strategic planning initiatives, the data team will lead conversations to coordinate and evaluate the effectiveness of current/future data that ties into many objectives in the 2020-2025 strategic plan.

**Teamwork**

Proactive staff collaboration demonstrably strengthened the cultural cohesiveness and effectiveness of the combined IR and Predictive Analytics units, initially designed as different organizational components. Most data projects and data requests are now reviewed by the entire team, highlighting the belief that a cohesive group process will provide the most accurate and useful results. Many data requests during the last year involved a combination of in-person and electronic communication to ensure multiple levels of review and incorporation of multiple perspectives. The team-oriented approach garners faster response times as well as consistency in process for gathering and reporting information.

The enrollment management dashboard project exemplifies another product of the collaborative research schema. The initiating request included creating an interactive dashboard that reflected multiple data points regarding college enrollment. The large project required extensive coordination and communication. President’s Council reviewed the initial version, using static data, in September 2019. Currently, the dashboard is being re-worked to be ready for a live connection when Tableau Server is purchased and installed at MCC.

**Data Request Ticket System**

A data request ticketing system was implemented as part of an institutional initiative to provide for consistent customer-centric experiences, using the same portal and software as IT and Facilities requests. Departmental experience and anecdotal reviews of the ticket system have been positive. Tickets engender team discussion regarding process and provide an effective way to manage requests to ensure timely resolution. The ticket system lets the joint department organize and prioritize requests as needed and becomes a jumping off point for collaboration.
The ticketing system also is beneficial to requesters, as it provides a template for them to think about and formulate their request. The system requires explanation of how the requested data will be used and what the desired presentation format. In many cases, the required details enhances understanding and simplifies processes, diminishing the number of iterations required to meet their needs. It should be noted that the department is still learning how to best utilize the ticket system, but its impact has been very positive.

**Tableau**

Currently, MCC has one license of Tableau Desktop used by our department to pull and analyze live data, create dynamic dashboards, and answer data request inquiries. Dashboards currently are shared in a static (non-live format) with MCC staff via Tableau Reader, free software allowing users to interact with Tableau Desktop files. The installation of Tableau Server will make it possible for select MCC staff to view live visualizations/dashboards/reports as well as refine those already created. Tableau Server also includes functionality to allow users to view live content on mobile devices, a capability expected to prompt users across the institution to engage more deeply with live data and move the college forward toward a data-informed culture. Unfortunately, the Covid-19 pandemic dramatically affected Tableau's headquarters in Seattle, effectively slowing the process of purchasing and installing Tableau Server at MCC.

Data sharing via Tableau Server and other mechanisms will continue to grow within our institution as a key to continued effectiveness and relevance. Increased reliance and emphasis on data prompts the need for enhanced data literacy through personnel development programs. The need for strong communication about data that has been requested and/or presented is matched by the need for cultural developments in which the potential value of data is progressively more recognized—a process that takes time. IR personnel see it as an incremental process achieved by championing the growth of data consumption, curiosity, and the appreciation of analysis.

**Data Projects**

Student success, retention, and enrollment were continuously addressed through ongoing projects and data requests. The Big 9 Current Student Dashboard, originally formulated in 2018-19, continued to be revamped in response to input from the users, primarily student services and student success personnel. Enrollment tracking tools were designed and implemented, including the enrollment dashboard previously referenced, and the work will undoubtedly continue to evolve. Periodic collection and collaborative analysis of the student technology and non-cognitive assessment data continued, as did refinement of the predictive model design with innovative inputs for proactive assessment of factors contributing to identification of students who are various level of risk. Very recently, Analyst Shelly Castaneda accepted responsibility to help coordinate and provide the data access mechanism for the NW Regional Attainment Steering Committee chaired by President Klippenstein to help meet Achieve60 goals.
The project goal is to build and provide access to user-friendly baseline data pertaining to education attainment in La Paz and Mohave Counties.

Highly relevant to the growing need for accurate data is the ongoing departmental effort assisting Administrative Computing personnel to identify issues and cleanse errant data in the Jenzabar system to provide the most accurate and useful information as possible. Furthermore, an IR glossary of terms was created with the requested assistance of departments across the college. The glossary will continue to be refined to most accurately communicate data related content among the institution and community, and it plays a role in a strategic planning objective pertaining to data governance.

Under Chief Eaton’s leadership, MCC applied to be part of a group of mainly rural community colleges working to employ contextualized math (CXM) outcomes in three key welding courses, specifically WLD 103, WLD 106, and WLD 115. IR’s role in the grant has been to work with the grant principle investigators, determining the most useful data to collect to measure CXM success in CTE programs, and providing the data to grant personnel.

Federal Reporting
IR completes eleven Integrated Postsecondary Education Data System (IPEDS) reports every year, due at intervals during both the fall and spring terms. IR completes some IPEDs reports, such as Financial Aid, Human Resources, and Academic Libraries 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 federal Department of Education’s 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.

IR submitted two other federal reports. 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.
State Reporting

- IR submitted an Arizona Community College Coordinating Council (AC4) Student Success Initiative report to the state in July 2019, providing multiple year demographic data to the state in support of AC4’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.

Other Reporting

- IR completed the American College Survey again in 2019-20. 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 that 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 complete 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.
Areas of broad focus for the Advancement Team in 2019-20 included the following: re-establishing processes that had previously degenerated; fostering widespread understanding of Mohave County Community College Foundation (MCCF) resources; expanding comprehension of big-picture MCCF organizational structures and finances; and resolving historic misunderstandings and long-term cultural issues. Advancement Manager Mandee Trowbridge joined the team in late October, 2019, and has made a strongly positive impact.

Three new endowments were added to the Foundation portfolio:
1. Care 1st CARES Endowment – Feb 2020 - $25,000 Restriction/$5,000 use right away – NMC
2. Lillie E Davis Endowment – Feb 2020 - $20,500 Restriction/$1,000 use right away – Overall
3. North Mohave Campus Improvement Fund – Nov 2019 - $25,500 for campus improvement – NMC

Much of the progress affected by the Advancement Team remains behind the scenes. QuickBooks Nonprofit software was updated for multiple users, and Office Manager Trowbridge is expanding her knowledge through online coursework. QuickBooks reports were retooled to better align with Chapter needs, and Foundation budget and investment reports were also overhauled to improve board member comprehension and to provide snapshot views of the organization’s finances. The office made a major change by transitioning to DonorPerfect donor management software. The new software learning curve continues, but the positive effects and enhanced capabilities were immediately obvious to the team. For example, the volunteer reimbursement process—traditionally, a source of frustration for all concerned—was significantly strengthened and simplified through DonorPerfect.

Re-establishing regular meetings strengthened coordination between Financial Aid and Advancement departments. The two teams are currently investigating scholarship software options in the hopes of enhancing the college’s ability to coordinate student awards. The current use of spreadsheets has proven difficult to use by both departments. The connections between Advancement and Financial Aid are numerous. Advancement staff coordinated a new way of giving with Kingman Kiwanis via funds for specific programs like welding and nursing. They also coordinated the award process for Legacy Allied Health Scholarships, while simultaneously achieving renewal of the $100,000 grant for 2020-21.

Primary operational oversight of the Spirit Store, selling promotional merchandise, transitioned to the Advancement offices from MPIO. The Spirit Store offers potential for a positive revenue stream in the future, especially given enhanced inventory. Foundation give-away items were restocked, allowing for an important means of improving publicity. Improvements to the Foundation website and social media are underway as the staff learns the ins and outs of current software systems and best practices. Simultaneously, Foundation handout materials are currently being redesigned.
Foundation Activities and Events

The academic year started with a well-attended annual meeting and retreat in Laughlin. Frequency of subsequent chapter events was relatively low, however, as chapters struggled to renew motivation and establish new interests. Still, the NMC Chapter enjoyed a successful Oktoberfest event; BHC benefitted from a fruitful Holiday Craft Fair, LHC sponsored an effective staff and faculty appreciation lunch, and the NCK chapter resumed regular meetings—with increasing numbers of participants. Not surprisingly, the COVID-19 pandemic negatively affected the Foundation as much as any organization. Cancelled events due to COVID-19 included chapter meetings, ConCom 2020 at BHC, planned staff and faculty luncheons at NCK and BHC, and Alumni Experience events planned at the three southern campuses. Nevertheless, a number of activities and events benefitted the organization:

- MCCF facilitated a grant to purchase equipment for veterans.
- The office facilitated many in-kind donations involving all southern campuses.
- Two successful T-shirts for Scholarships Campaigns were initiated.
- Personalized thank you photos were sent as a follow up to all that attended the Membership Dinner.
- The Executive Director presented at ALL STAFF day to obtain more employee Foundation members.
- The Executive Director handed out personal thank you cards and giveaway goodies to each employee Foundation member.
- The Foundation hosted two memorial accounts: Ralph Bare and Louise Zaborsky.
- The Executive Director actively participated in the MCC strategic planning process, anticipating the benefits of enhanced knowledge of college operations and programs.
- The Executive Director moved a longtime donor from Northwest Arizona Health Foundation into the MCC scholarship process.
- With the Financial Aid staff, Advancement staff facilitated the applications, review panel and award of the Kathy Hodel Most Outstanding Student 2019-2020.
- The MCC Foundation joined the AZ Alliance of Nonprofits and the Council for Advancement Support of Education.
- Participation in the AZ Gives Day saw over $1,000 of donations
- Participation in Tuesday Give Now for a chance to create a new scholarship for first-time out-of-state students, which would fill a gap in the current scholarship portfolio.
MCCF Future Challenges and Opportunities
An outline of 2020-21 College Advancement team plans follows.

- Initiate MCC 50th anniversary fundraising campaign.
- Prepare for alumni association creation, including investigation of software to contact alumni.
- Communicate enhanced expectation of enhanced financial commitment from board members, whether through personal donation, peer-to-peer fundraising, or by chairing a fundraising event or activity.
- Series of proposed amendments to bylaws:
  - Board term limits and presidential succession plan
  - Revised voting status of college president
  - Revised chapter leadership language to minimize confusion
  - Sustainable operations budget plan
- Develop and implement a membership incentive plan with competition and prizes.
- Enhance communication:
  - Social Media Plan & Membership Involvement
  - Newsletter (quarterly)
  - Pursue Departmental Work Study Position - assist with newsletter, social media, story writing, and digital portfolio
  - Formal Annual Report
  - Increased Frequency of Press Releases
  - Work with Executive Team to Enhance Sponsorship
  - Encourage Chapter Participation to Employees
  - Renew Alumni Discount Card
  - Re-activate Alumni Page
  - Re-energize Spirit Store
Financial Services
Executive Summary

The 2019-2020 year was a successful year that continued to display better efficiencies and improved transparent financial reporting. The department successfully added a series of college finance education workshops for both staff and faculty as well as the public.

Financial Services successfully completed the 2018-2019 external audit. This was the third and final year of a three-year cycle that the auditing firm of Snyder & Butler, CPAs, PLLC conducted. The next 3-year cycle for auditing services was awarded to CWDL Certified Public Accountants by the Arizona Auditor General. CWDL is headquartered in Scottsdale, AZ and has extensive experience in auditing community colleges.

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 2018-2019. The department has received this award since 2012.

The department has continued efforts on seeking new and increasing current 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 2019-2020 P-Card program again maintained aggressive goals by increasing the rebate amount over the amount received in 2018-2019. 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 effectively. The P-Card program continues to show success and matches 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 2018-2019 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 third 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 2019-2020 year, the office of procurement released numerous RFP’s (Request for Proposal) and other solicitations including the new Bullhead City campus Welding facility, food services on the Kingman campus, CDL Driving Training services and technology and software for a security camera system. The one-time-only funds awarded by the State of Arizona have resulted in many continuing purchasing projects for the college, including the latest state-of-the-art training equipment for many allied health and career and technical education programs.

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 current Strategic Plan for the College encourages continued examination of alignment of funding priorities as we look towards 2020-2021. The new Strategic Plan for the coming years only increases the priority to match budget strategies to visionary college initiatives.

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 increased in premiums for 2019-2020, and accounted for a large portion of the board approved compensation plan.
Human Resources

Executive Summary

Throughout the 2019-2020 year, the Employee Services team, a new combination of Human Resources and Payroll, focused on improving employee resources to ensure success. The year brought exciting, new initiatives and great opportunities to expand services to employees and the administration. The Employee Services team consistently put employees first and worked together to overcome the unique and difficult challenges of the past year.

Process Revisions

As happens every year, Employee Services spends time focusing on ways to streamline and refine processes. Most notably, the team accomplished a complete reorganization of the structure and creation process for the college-wide employee email address distribution groups, in order to ensure accurate message delivery in the employee email system. Additionally, Employee Services worked with the Information Technology Departments to create a new paperless system to alert necessary departments of personnel actions in a timely fashion, utilizing digital forms and online workflows, and reducing labor burdens through automated filing systems.

Benefit Audit

In order to ensure efficient, complaint services and manage risk, Employee Services conducted an internal audit of dependent health benefit program. The audit focused on verifying the eligibility of employee dependents participating in the employee health insurance program through the collections of evidence documenting valid relationships. Completion of the audit resulted in no findings and assured quality policies and processes.

De-Escalation Training

As a result of identified employee needs, Employee Services launched a de-escalation training program to help employees remain calm and self-assured during difficult interactions with others. Campus trainers were selected to present the de-escalation program materials, introducing employees to philosophies and techniques used to de-escalated emotionally-charged situations. Program objectives include infusing a sense of empowerment to employees, reducing fear and anxiety stemming from interpersonal communications, and increasing capacity to manage health relationships with others. Campus trainers regularly provide the program to employees.

Circle of Care

Under the direction of the President, Employee Services developed and launched the Circle of Care initiative. The Circle of Care was created to facilitate a change of focus from a customer service model to a customer care model, improving interactions within the college community, including students, co-workers, and members of the public, and the more fully demonstrating the investment in each member’s success. The initiative was introduced during the fall semester and employee orientation meetings were held throughout the spring.
Employee Comp Team
This year, Employee Services created the Employee Compensation Team to give employees a larger voice in the development of the employee compensation package. The Employee Compensation Team consisted of two representatives from each employee pay group – faculty, managers, professional staff, and support staff. The group was provided an in-depth review of the compensation model and philosophies utilized by Mohave Community College and an overview of alternative compensation mechanisms. The team then met regularly to develop recommendations to be considered by the administrative team. The Employee Compensation Team was extremely successful in this first year, producing thoughtful recommendations that provided the basis for the 2020-2021 compensation package.

Recognition Program
In the spring semester, Employee Services implemented a new employee recognition program intended to increase employee engagement, improve performance, and showcase the positive Mohave Community College culture. The program allows for peer-to-peer recognition, as well as supervisor-to-employee recognition via a fun online platform. The program recorded over 200 recognitions in the first week, with a consistent stream of recognitions thereafter. Employee feedback has been enthusiastic and positive.

COVID Response – Benefits and Protections
Employee Services stepped forward to manage the complex employee wellness and pay protection issues. The Families First Coronavirus Response Act provided a number of employee benefits and protections. The Employee Services team quickly created a benefit delivery plan to ensure all employees had access to the appropriate benefits. Supervisors were trained in the new leave options and were provided with on-demand support when navigating the new process. When the college enacted a “no face-to-face” business model, employees were moved to telecommuting/work-from-home status, an unprecedented arrangement. Employee Services created documentation and processes to increase employee understanding of work expectations, ensure compliance with requirements, and reduce exposure to employee liability. Additionally, Employee Services worked with Student Services and Information Technology to provide a temporary work assignment to those employees who hold positions that cannot be accomplished from a remote location, ensuring stable work hours and income. Finally, Employee Services continues to work one-on-one with employees to address individual needs arising for the Coronavirus outbreak.

Recruiting
Since July 1, 2019, Human Resources has received and reviewed over 1,500 applications for employment for 82 positions. On the average, five interviews (screening and ground) are held for each vacancy for an estimated total of more than 400 interviews over the course of the year. There are currently 15 vacancies that will be filled in preparation for the next fiscal year.
Information Technology Unit

Executive Summary

The Information Technology Unit (ITU) had a productive and stable year. Several large scale ongoing projects saw significant progress this year, most notably the completion of the staff and student facing computers for refresh and the completion of refresh for the North campus. The IT Unit also took on new projects, including a migration to Jenzabar One (J1) and initiation of the data cleanup project. Lastly the IT Unit responded very capably to the Covid-19 pandemic, which led to the team having to discover how to move hundreds of employees and thousands of students fully online quickly and completely.

Major Projects

During the past year the Information Technology Unit completed 40 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 others (J-1) are in the closing stages.

One significant unplanned event was the college response to the Covid-19 pandemic and transition from on ground to fully online/work from home status for the college. The IT department upgraded equipment and software to handle the load and issued more than 100 laptops to faculty and staff and nearly 50 laptops to students for the Spring semester. In addition the IT department found work for some employees who had positions that did not translate to working from home, or who didn’t have enough home based projects. Lastly, the IT department took the time to locate, clean, repair, update, and donate 60 computers to KUSD to help ease resource constraints for the school district. The donated computers were older model machines that were refreshed as part of the ongoing classroom and staff computer refresh project.

<table>
<thead>
<tr>
<th>2019-2020 Projects</th>
<th>Affected Area(s)</th>
<th>IT Unit Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCK 600 technology plan and buildout</td>
<td>NCK</td>
<td>Support/Networking</td>
</tr>
<tr>
<td>Classroom Refresh</td>
<td>All Campuses</td>
<td>Technical Support</td>
</tr>
<tr>
<td>Staff Desktop Refresh</td>
<td>All Campuses</td>
<td>Technical Support</td>
</tr>
<tr>
<td>Laerdal Sim Jr./Sim Man wiring/setup/support</td>
<td>Nursing/All Campuses</td>
<td>Technical Support</td>
</tr>
<tr>
<td>Streamline WR1 process in TopDesk</td>
<td>Instruction</td>
<td>Technical Support</td>
</tr>
<tr>
<td>Precollege Studies Laptop Refresh</td>
<td>All Campuses</td>
<td>Technical Support</td>
</tr>
<tr>
<td>NCK Observatory system buildout/hookup</td>
<td>NCK</td>
<td>Technical Support</td>
</tr>
<tr>
<td>North Mohave Refresh Completed</td>
<td>NMC</td>
<td>Technical Support</td>
</tr>
<tr>
<td>NMC Testing Center Setup</td>
<td>NMC</td>
<td>Technical Support</td>
</tr>
<tr>
<td>eSports Setup and Recruitment</td>
<td>NCK</td>
<td>Technical Support</td>
</tr>
<tr>
<td>Task Description</td>
<td>Responsible Areas</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
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<tr>
<td>BHC/LHC Classroom capacity expansion</td>
<td>BHC/LHC Technical Support</td>
<td></td>
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<tr>
<td>Equipment gathering/cleaning/prepping – Covid</td>
<td>All Campuses Technical Support</td>
<td></td>
</tr>
<tr>
<td>Laptop cleaning/imaging/testing/deployment – Covid</td>
<td>NCK All Hands</td>
<td></td>
</tr>
<tr>
<td>Take Staff/Classes fully online: technical support/training</td>
<td>All Campuses Technical Support</td>
<td></td>
</tr>
<tr>
<td>Surface Pro distribution to students - Covid</td>
<td>Students Technical Support</td>
<td></td>
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<tr>
<td>Desktop cleaning/imaging/testing/donation – Covid</td>
<td>Community CIO/Technical Support</td>
<td></td>
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<tr>
<td>Disaster Recovery Testing</td>
<td>All Campuses Systems Engineering</td>
<td></td>
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<tr>
<td>NCK Observatory Fiber Line</td>
<td>NCK Networking</td>
<td></td>
</tr>
<tr>
<td>Single Sign On Integration – Jenzabar</td>
<td>All Campuses Systems/Admin</td>
<td></td>
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<tr>
<td>Call Center Systems Upgrade</td>
<td>Call Center Systems Engineering</td>
<td></td>
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<tr>
<td>AQM call recording install and configuration</td>
<td>Call Center Networking</td>
<td></td>
</tr>
<tr>
<td>Firewall replacement</td>
<td>All Campuses Networking/Systems</td>
<td></td>
</tr>
<tr>
<td>Security Review – All firewall settings/block settings</td>
<td>All Campuses Security</td>
<td></td>
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<tr>
<td>College wide Phishing campaign</td>
<td>All Campuses Security</td>
<td></td>
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<tr>
<td>MCC Foundation Website Redesign</td>
<td>Foundation Systems Engineering</td>
<td></td>
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<tr>
<td>Chat system update for Call Center</td>
<td>All Campuses Systems Engineering</td>
<td></td>
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<tr>
<td>Distribution List redesign and update</td>
<td>All Campuses HR (SE support)</td>
<td></td>
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<tr>
<td>MCC Spirit Store Redesign</td>
<td>All Campuses Systems Engineering</td>
<td></td>
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<tr>
<td>MCC Summer Camps Website Design and Launch</td>
<td>All Campuses Systems Engineering</td>
<td></td>
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<tr>
<td>Testing Center/SS Advising Kiosk Integration</td>
<td>Student Services Systems Engineering</td>
<td></td>
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<tr>
<td>Orientation Scheduling for new students</td>
<td>Student Services Systems Engineering</td>
<td></td>
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<tr>
<td>Project Management Website</td>
<td>Facilities/IT Systems Engineering</td>
<td></td>
</tr>
<tr>
<td>Jenzabar EXI to J-1 Conversion (5 projects)</td>
<td>All Campuses Admin Computing</td>
<td></td>
</tr>
<tr>
<td>PowerFAIDS upgrade (x2)</td>
<td>Financial Aid Admin Computing</td>
<td></td>
</tr>
<tr>
<td>J-1 Web</td>
<td>All Campuses Admin Computing</td>
<td></td>
</tr>
<tr>
<td>J-1 Application</td>
<td>All Campuses Admin Computing</td>
<td></td>
</tr>
<tr>
<td>J-1 DSU DDU</td>
<td>All Campuses Admin Computing</td>
<td></td>
</tr>
<tr>
<td>OnBase project continues</td>
<td>All Campuses Admin Computing</td>
<td></td>
</tr>
<tr>
<td>Data Clean Up Project (9 separate projects – underway)</td>
<td>All Campuses Admin Computing</td>
<td></td>
</tr>
<tr>
<td>Telecommuting Alternate Work – training and monitoring</td>
<td>Various Admin Computing</td>
<td></td>
</tr>
</tbody>
</table>
2020-21 Project Planning

There are currently 6 major projects underway or being planned for the coming year, as seen in the table below.

<table>
<thead>
<tr>
<th>2020-2021 Projects</th>
<th>Area Affected</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Refresh Project – VTC</td>
<td>All campuses</td>
<td>Technical Support</td>
</tr>
<tr>
<td>OnBase Project (continuation)</td>
<td>All campuses</td>
<td>Admin Computing/All Departments</td>
</tr>
<tr>
<td>VMWare Workspace One</td>
<td>All Campuses</td>
<td>Systems Engineering/Networking</td>
</tr>
<tr>
<td>VMWare View Updates</td>
<td>All Campuses</td>
<td>Systems Engineering</td>
</tr>
<tr>
<td>Data Cleanup Project (continuation)</td>
<td>All Campuses</td>
<td>Admin Computing</td>
</tr>
<tr>
<td>Offsite backup/data migration</td>
<td>All Campuses</td>
<td>Systems Engineering</td>
</tr>
</tbody>
</table>

IT Organizational Structure

Systems Administration

The Systems Administration team worked hard to improve offerings to students, faculty, and staff this year. The team was integral to completing the J-1 upgrade and responded strongly to the Covid-19 pandemic. In addition to stepping up to build computers for employees to work from home the team expanded the data center equipment, updated licensing to help the college be more responsive, and rebuilt the entire staff and student Horizon View environment to take advantage of new features and to ensure adequate coverage as the college moved fully online. Lastly the team identified a method to expand View access and features while reducing overall license costs and plans to explore these feature in the coming year. Josh Walters, the Systems Administration team lead also stepped up to lead the E-Sports project this year.

Technical Staff

The Technical group has completed classroom based refreshes this year! Completion of that phase of the refresh project leaves them poised to complete the 5 year plan by reworking classroom offerings as part of a coordinated project between facilities, instruction, and IT in the coming year. The team also participated in specifying, building, and testing the E-sports equipment and worked diligently to set up the new Laerdal offerings for the Nursing program. Lastly the team designed, tested, and demonstrated several different video teleconference options to improve plural classes and meeting rooms on campus. We look forward to moving that project along in the coming year. Lastly the technical team responded brilliantly to the Covid-19 pandemic, helping to transition hundreds of staff, faculty, and students to a fully online experience. They have stepped up their abilities in remote assistance and phone support and have worked very hard to keep everyone up, online, and working.
Network and Server Environment
The networking team continues to tweak the new networking and server environment. Last year we began a project to train technical staff to act as low level daily administrators and backup network administrators. This was a successful project, and we now have two well qualified staff as well as two staff who can act as daily admins for routine tasks. The team specked and is currently planning the completion of fiber on all campuses over the summer in preparation for the camera project, also slated for summer.

Security
The security administrator made great strides to enhance our security across the college. As part of a team that included networking and systems engineering the security administrator planned and sought bids for a new camera system to cover the college locations. The RFP was awarded to a local company and the project is being planned for completion over the summer. Many internal changes were made to our security as well – including a project to enhance security in our Office 365 environment. At the end of the project the risk score for the college dropped more than 60%. Lastly, the security and admin teams have been tracking and remediating dozens of Covid-19 related phishing and scam e-mails to lessen the risk for faculty, staff, and students.

Servers and Storage
In early February 2020 the systems engineering team revisited our view.mohave.edu capabilities in anticipation of closures or limited services on campus as a result of Covid-19. The team then worked with Dell and VMWare to add additional hardware to cope with overflow and to upgrade licenses to allow for more flexibility. The additional flexibility afforded the college by purchasing permanent VMWare enterprise licenses also helped the college realize a significant cost savings on annual licensing. The new features are already being put into play, and we hope to expand on them in the coming year.

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 college has been making extensive use of these features as the college campuses shifted from open to closed and most staff began working from home.

Virtualization
VMWare underwent an upgrade and three security rollups in May, including upgrades to the View.
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 continues to work with Microsoft to expand the free and low-cost offerings to students.

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.

In a continuation of last year’s classroom computing project the IT team has been working with faculty and staff to design more effective learning space. The department has formed a plan and will refresh classrooms with an eye towards standardizing classrooms while minimizing complexity. The goal is to make our teaching spaces as close as possible in terms of 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. Last year’s switch to HD televisions in appropriate rooms was a great success, and the IT team received abundant positive feedback from students and faculty.