



STUDENT SUCCESS INITIATIVES UPDATE

2017/18

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Introduction

Student Services takes great responsibility, care and pride in the role it serves in recruiting, supporting and serving students in their pursuit of higher education at Mohave Community College - ultimately contributing to the betterment of the community at large.

Staff is dedicated to promoting and investing in the benefits of education - engaging students to have a better quality of life through learning and degree attainment as well as watching them grow from the first time they contact and attend MCC to when they graduate. Few experiences can compare to watching a student evolve through goal discovery and learning in a supportive environment to realize and obtain a degree and career aspirations. Student Services takes their part in students' lives and surroundings seriously – knowing it makes a significant, positive difference in the multiple stages of the student lifecycle.

The Student Services departmental functions include:

- marketing
- recruitment
- admissions
- registration
- learning and life assistance
- advising
- financial aid
- enrollment management

In addition, the College's call center, MCC Connect, serves under the Student Services umbrella - complementing efforts and enhancing communication and assistance to students, staff, and faculty. All areas work together to support instruction and students with a keen focus on access, retention, and completion - emphasizing student success. It's learning-centered at its finest.

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

Education Overview

The education forecast remains challenging in that it is varied, uncertain and changing with numerous priorities and positions not only from an education perspective but also from a compliance and regulatory standpoint. While the education landscape is about student success, completion, job-attainment, affordability, and the value of a degree, it also includes ensuring, as an institution, that requirements for initiatives such as Title IX (prohibits discrimination based on sex) are followed. Continuing to increase and support the college-going population while facing

diminishing resources, new/enhanced regulations, and competing needs is a delicate balance that is regularly reviewed and may be shuffled depending on latest trends, changes, means, and decisions.

According to the National Center of Education Statistics (NCED), undergraduate enrollment in post-secondary institutions nationwide is projected to increase three percent by 2027. The Center also cites that the number of high school graduates will increase by 5 percent, with the diversity of high school graduates increasing and minorities becoming more of the population. They project that by 2026 the number of Hispanic graduates will increase 44 percent, from 2012. First-time student enrollment in postsecondary degree-granting institutions will increase 14 percent by 2025, from 2014. Overall, total enrollment in post-secondary institutions is projected to increase by 15 percent by 2025, according to NCED.

Education opportunities are widespread in that the availability and access to education via the internet continues to strengthen and expand. Online education has maintained an aggressive presence by increasing accessibility and playing a substantial role in potentially expediting completion. Competency-based learning/education (CBE) has also added new discussion and interest in different ways to obtain a degree, focusing on mastering a specific skill or knowledge rather than a broad approach. CBE also allows for expedited completion of a degree – more so than online education.

Arizona's education setting is also a diverse and challenging environment. According to the Census Bureau, Arizona's poverty rate was close to 15 percent in 2017. The state's population continues to grow, and the Arizona Office of Economic Opportunity projects that job growth rate will also continue – with the fastest growing occupations being construction, financial and education and health services. Further, Arizona is potentially slated to have a "majority-minority" status in the 2020s, having more residents of a minority status than Caucasians. The majority of higher-wage growth occupations in Arizona's targeted industries will require post-secondary education or extensive work experience according to the Bureau of Labor Statistics.

Differences in educational attainment remain. Arizona is projected to experience an increase of at over 9 percent in high school graduates by 2025, from 2011 according to the Western Interstate Commission of Higher Education. The state of education, especially in Arizona, remains in flux largely due to funds available on a local, state and national level in addition to other factors such as employment.

In Mohave County, figures obtained through Economic Modeling Specialists note that the population is getting older but is growing – with the most growth in the retirement-age population. Nineteen years and under population is declining as well as the 35 – 54-year-old age group. Further, the County has made news for being one of the least educated and poorest in the nation. The College has seen first-hand the challenges citizens face as well as the desire of many to stay in the community. Rather than earning a college degree and going outside of the

County for employment, MCC often sees and hears from students that they are looking to stay locally.

For Mohave County and the region to succeed, MCC continues to understand that it must be opportunistic and diverse – enhancing access and academic opportunities for higher education without sacrificing quality. Student success approaches continue to be assessed and strengthened - with students achieving their goals one course, one accomplishment at a time to ultimately complete a certificate or degree. Innovation paired with being financially savvy is essential as resources can be strained and under scrutiny.

MCC continues to make considerable enhancements in student success, thus completion. The focus of this report is to provide an overview of how Student Services strongly lends to the success of students.

An essential component to the report is the Enrollment Management Data Review (Appendix 1) - a comprehensive yearly report of data about enrollment management, student demographics and student success that is relevant in developing strategies and assessing progress. It presents metrics that quantify the access to and completion of academic programs and the successful graduation and/or transfer to a baccalaureate college - as well as progress metrics that measure student retention from semester-to-semester and year- to- year.

Further, the College’s internal data in this document is, at times, coupled with information contained in 2018 Strategic Vision Outcomes Report provided by the Arizona Community College President’s Council for further insight. Also, the results of the two national surveys the College participated in this past year were utilized for this report – the Survey of Entering Student Engagement (SENSE), Community College Survey of Student Engagement (CCSSE) - to better assess our student population, perceptions and services.

Student Success

Student success continues to be at the forefront of higher education as a corner of degree attainment on a nation-wide level, noting that when a student is successful, they are more likely to complete a certificate or degree, which allows them to secure better employment as well as satisfy the need for a skilled workforce. Student success employs an incredibly positive domino effect that colleges and universities strive for and Mohave Community College is no different. Education, bar none, is transformative.

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

With these acknowledgments, the importance of student success (not just access) has taken a strong foothold. Often noting that when a student is successful at a given institution, the chances of them staying and completing increase dramatically. Further, student success expands the area where higher education can tap into completion – it covers those that are already in college and not just those that are looking to obtain access (get in). Retention and persistence of a student must continue for completion – support in numerous facets is key in their progress.

Metrics, additional figures and data are evaluated to track student progress in a way that allows early intervention and support to increase the likelihood of success and transfer. Student success, in addition to access, is at the forefront of Student Services operations and emphasized throughout this report.

Access and Success

> Assessment for College Readiness

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

Multiple measures are available to use for placement into MCC courses. As an alternative to taking the AccuPlacer assessment, students have the option of using their ACT, SAT scores, high school GPA and in some cases, their performance in a prior, recent English high school course. Various options for course placement for new students has been a great option for those who have test anxiety, do not test well and/or are looking for an expedited admissions process.

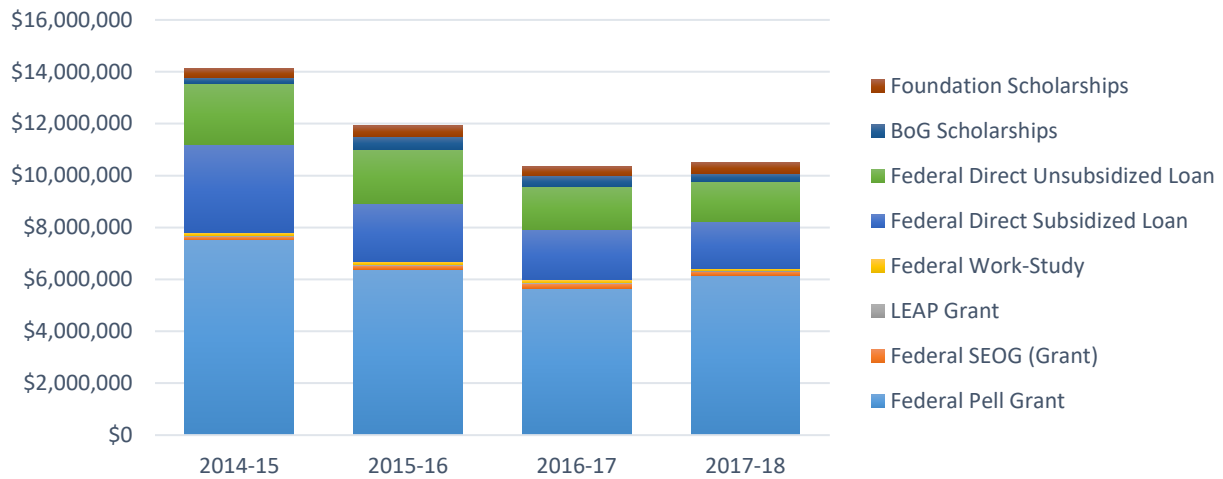
Additionally, the Student Success Centers have implemented EdReady, an online educational tool that assists students through math remediation. Upon completion of the EdReady pathways, students may re-take the AccuPlacer for higher math placement, with numerous students excelling with this model.

> Financial Aid and Access

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

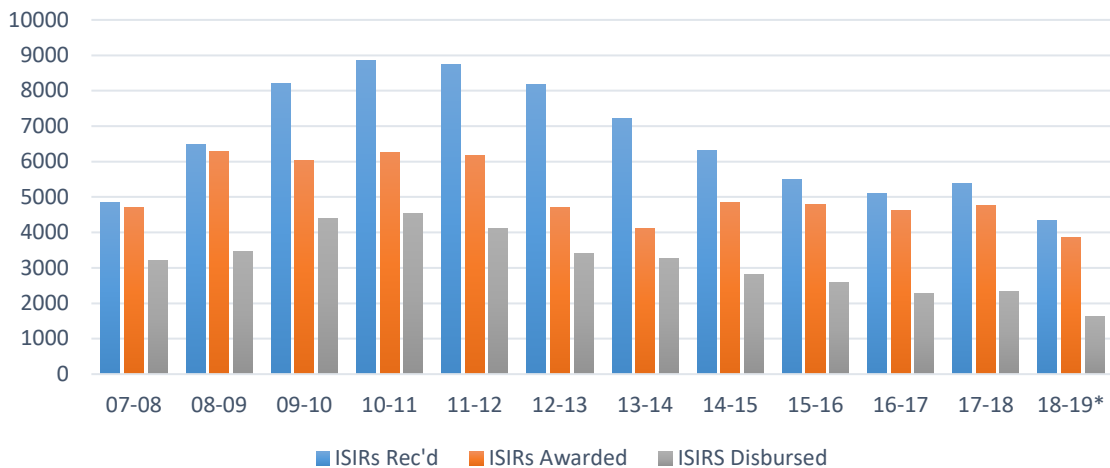
The Financial Aid team at MCC remains committed to providing timely and accurate awards to current and prospective students. The awarding philosophy employed remains, “Grants first, loans last.” As demonstrated below, year over year, student aid is sourced primarily from grant and scholarship funds provided through the federal and state government and the institution. Loan funds consistently make up less than half of each year’s aid expenditures.

Total Aid Expenditures



MCC continued its partnership with Regent Education, provider of the Regent Review software, this year to facilitate the process of verification, which involves comparing data students/families provide on the Free Application for Federal Student Aid (FAFSA) to documentation provided via signed statements on the federal verification worksheet, federal tax returns and other types of income and public assistance data. The student portal of this tool allows students to directly upload their images and documentation, rather than relying on the Student Services staff. The Regent tool reduces the possibility of document indexing errors when MCC representatives upload documents for students.

Total ISIRs Received, Awarded, and Disbursed



**18-19 data presented as of 9/18/18*

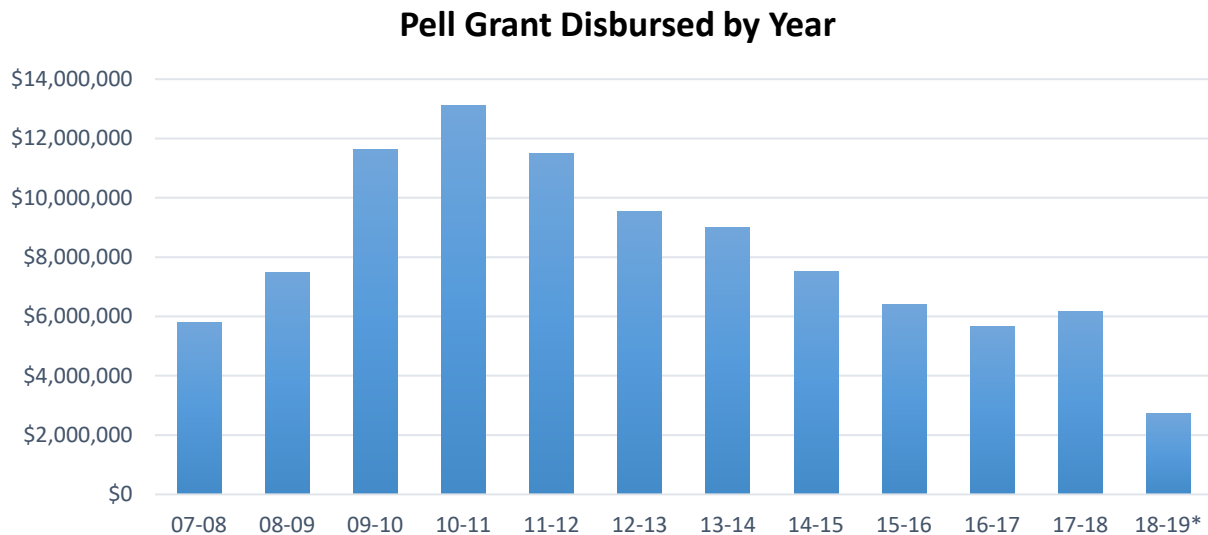
Further, MCC remains committed to continual training and resource sharing among Student Services staff to ensure students can get the help they need in understanding financial aid and

requirements. The financial aid staff through in-person, live online, and pre-recorded online sessions deliver training. During spring 2017, a shared training repository was created so that all Student Services staff could have easy access to current and past training materials.

The financial aid team has also implemented a phone hunt group to provide greater accessibility for the Student Services team and students. This system is designed to reduce the number of Financial Aid help desk tickets and decrease the time a student waits for an answer to a question.

> Financial Aid and Student Success

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



**18-19 data presented as of 9/18/18*

Aid statistics for 2015/16 are currently available through IPEDS and are summarized below. A summary of the 2016/17 submission is shown for comparison. This data is available in College Navigator. The percentage of students receiving funding fluctuates year to year, as expected. At MCC, this figure has hovered around 50% since the fall of 2012.

Approximately 48% of all MCC students in 2015/16 received some grant or scholarship to help finance their education, regardless of enrollment status. While most funding requires a student to be enrolled at least half-time (defined as a minimum of six credits per term), Pell Grants are available for less than half-time enrollment. Financial aid data collection for the 2017/18 academic year is expected to be complete by mid-February 2019.

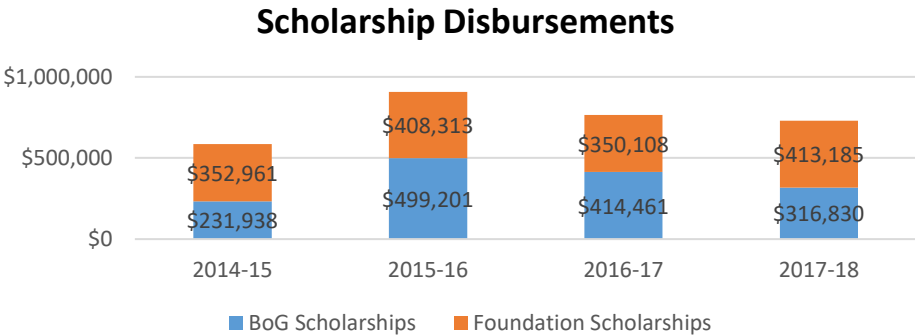
Student Population	2015/16 Percent Receiving Aid	2015/16 Average Amount Received	2016/17 Percent Receiving Aid	2016/17 Average Amount Received
All undergraduate students				
Any grant or scholarship	48%	\$3489	43%	\$3547
Pell grants	41%	\$3408	38%	\$3412
Federal student loans	16%	\$5510	13%	\$5675
Full-time, first-time, degree/certificate-seeking undergraduate students				
Any student financial aid	72%			
Grants or scholarships	71%	\$4295	65%	\$4538
Federal grants	65%	\$4553	63%	\$4608
Pell grants	65%	\$4492	63%	\$4530
Other federal grants	6%	\$469	10%	\$472
State or local grants and scholarships	0%	\$0	0%	\$0
Institutional grants and scholarships	9%	\$702	5%	\$1311
Student loan aid	12%	\$5489	18%	\$6252
Federal student loans	12%	\$5489	18%	\$5856
Other student loans	0%	\$0	N/A	N/A

Previously reported data showed that approximately 22% of all MCC students were borrowing through federal loan programs. The decrease to 13% is an indicator that MCC’s default prevention efforts are slowing students from borrowing unnecessarily. Before students can receive a loan, they must complete a federal Master Promissory Note and Entrance Counseling.

Additionally, MCC requires an institutional loan request form and yearly financial responsibility counseling. The Call Center team goes a step further to verify that a potential borrower’s loan references are accurate and up to date.

> Scholarships and Access

Scholarships remain critical to student success and access. Students are strongly encouraged to apply for scholarship support twice a year via an online process.



In 2015/16, the Future Fund Scholarship was established. It operates as a last-dollar-in program to cover full tuition and standard fees for students who qualify. Under the scholarship, students can renew it for up to five years or until completion of their first degree or certificate (whichever comes first) as long as they continue to meet the requirements.

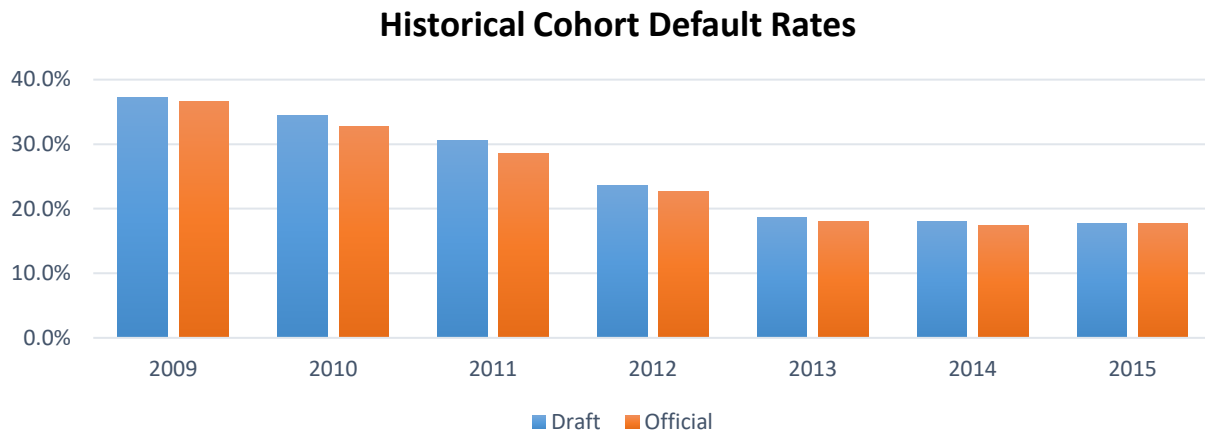
> Financial Literacy

MCC provides iGrad’s financial literacy platform to students *free of charge*. This platform is advertised on the MCC website (www.mohave.edu) and through email campaigns directed primarily at financial aid applicants. The monthly email campaigns focus on a particular subject and provide a bundle of articles and videos to educate students. In addition to further help promote financial literacy, the Financial Aid team has developed an activity called Boomer’s Buggy. The activity is a game that involves providing MCC themed prizes for correct answers to questions about financial literacy. The activity has been run in classrooms to recognize Financial Literacy Month, at the Mohave County Fair, and at the Fall 2018 Welcome Back Bash on the Kingman Campus.

In addition to financial literacy resources, iGrad provides life skill information such as writing resumes and thank you notes. In fact, MCC worked directly with iGrad to develop an article about writing thank you notes to scholarship donors. When students receive scholarships through the MCC Foundation, they are directed to the iGrad article as one tool to help them with the thank you note.

> Cohort Default Rates

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



For 2007 and 2008, trial-three-year CDR’s were provided to schools and official three-year CDR’s were made public beginning with the 2009 cohort. Schools must maintain a three-year CDR rate

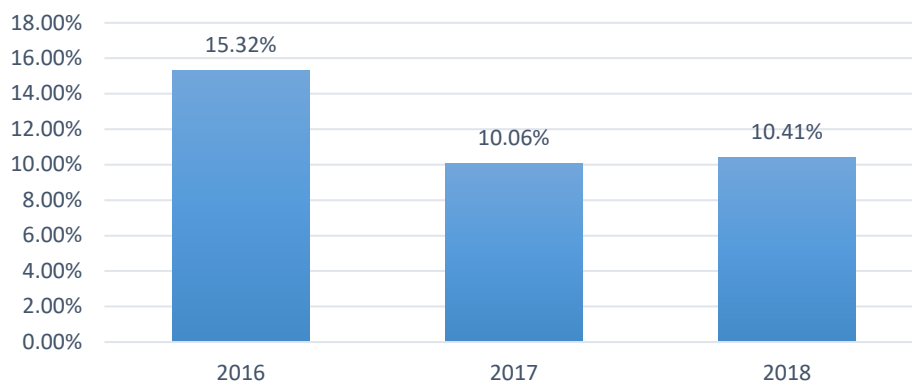
under 30%. If a school's default rate exceeds 30% for three consecutive years, the school runs the risk of losing eligibility for federal aid programs.

The 2016 Cohort has the potential for MCC's lowest CDR since the implementation of the three-year measure. Monitoring of this cohort will close on September 30, 2018, and the draft rate is expected in early 2019. The chart below has three projections for potential default rates for the 2016 cohort *based on changes in the number of defaulters*.

Currently, MCC is at 15.32% for 93 defaulters. If that changes to 97, the rate will be 15.98%. If 100 people default, the rate will be 16.47%.

Potential CDRs	Current 15.32%	Projected 15.32%	Projected 15.98%	Projected 16.47%
Numerator	93	93	97	100
Denominator	607	607	607	607

CDR Projections



Educational Credit Management Corporation (ECMC) was previously predicting a spike in the default rate for the 2015 cohort based on environmental factors outside of the control of MCC. This spike has not been realized, and the current expectations are for the rate to plateau or increase. Decreases in the projected rates for the 2017 and 2018 cohorts are due primarily to the age of the cohorts. As these cohorts mature, the rates will likely increase. These projections were provided as of September 2018.

The 2017 cohort is currently the cohort to watch and work. It is small in comparison to the others meaning that each default will have greater weight as compared to previous cohorts. Projections below show the impact of several different scenarios in the 2017 cohort. As shown below, as few as 92 defaults would result in a cohort default rate of approximately 18%.

Numerator	77	82	87	92
Denominator	507	507	507	507
Projected CDR	15.19%	16.17%	17.16%	18.15%

When cohorts are compared at similar points in their lifecycle, the data looks generally positive. Beginning with 2015, each cohort group shows a roughly similar or greater percentage of borrowers remaining current with their loan payments as compared to the previous cohort, at the same point in the lifecycle of each cohort.

Current in Repayment – percentage of borrowers in cohort		
Cohort	September 2017	September 2018
2015	41.91%	
2016	44.78%	41.85%
2017	55.49%	48.32%
2018		57.45%

A generally positive trend of decreasing the number of delinquencies appears when the same point of lifecycle comparison is made. The 2018 Cohort stands out as the exception.

Delinquencies – percentage of borrowers in cohort		
Cohort	September 2017	September 2018
2015	12.61%	
2016	14.93%	12.59%
2017	16.67%	14.20%
2018		19.41%

A general trend of a decrease in the rate of students using forbearances is also observed. While this trend is neither negative nor positive, when combined with the increase in students who are current in their repayment, it could indicate that borrowers are currently in a financially stronger position than in previous years.

Forbearances – percentage of borrowers in cohort		
Cohort	September 2017	September 2018
2015	10.70%	
2016	14.59%	11.37%
2017	13.08%	14.20%
2018		11.17%

> Dual Enrollment

Dual enrollment continues to be a significant part of the College’s service to the community by encouraging and allowing high school students to take college courses to earn college credit while still in high school and earn high school credit simultaneously. Dual enrollment, through credit-based transition-to college programs, not only allows high school students to earn college credit but also prepares them for the academic rigors of college. Traditionally used to accelerate the

progress of high-achieving college-bound students, it also facilitates college access and success for middle-and even lower-performing students.

The College has established Dual Enrollment agreements with seven local school districts:

- Colorado City Unified School District #14
- Colorado River Unified School District #2
- Kingman Academy of Learning
- Kingman Unified School District #20
- Lake Havasu Unified School District #1
- Mohave Accelerated Learning Center
- Telesis Preparatory Academy

More than 800 high school students enrolled in dual enrollment courses throughout the 17/18 academic year, totaling 9,100-plus credit hours of coursework, allowing students to get a head start on their college career.

Dual enrollment gives high school juniors and seniors the opportunity to work towards a degree or certificate earning up to 30 college credits while attending high school classes. MCC staff are readily on hand in the high schools throughout the semester to answer questions and information about the dual enrollment program. MCC recruiters maintain close relationships with dual enrollment students and the high schools throughout the dual enrollment period. Recruitment efforts as well as enhanced communication to enroll these students are ongoing with staff providing information about financial aid and enrollment after graduation.

Each high school student interested in dual enrollment must be assessed by one of the College's placement standards (as discussed previously via multiple measures) to ensure they are prepared to take college-level classes. MCC staff also guides high school students who took the assessment but did not meet requirements. They may also be referred to take MCC's "Survive and Thrive" (STU 103) class which covers college navigation, study skills and more allowing the student to learn more about themselves, their learning style, going to college, etc.

Also, in 2017-2018 the recruitment team introduced the AGECA initiative; AGECA stands for Arizona General Education Curriculum, Associate of Arts. The initiative was to supply updated information on dual enrollment students for high school counselors to better advise their dual student as to what dual classes a student should take to ensure they are working toward the AGECA. In sum, at the end of each semester, a report is run for each dual enrollment student and sent to the high schools using a secure link for them to be advised accordingly.

Retention

> Orientation to College

New Student Orientation is online and gives new students an opportunity to learn about the processes leading up to their first day of class at MCC as well some of the resources and support

services available to start college on the right foot. Further, it is complementary to a course titled, “Survive and Thrive in College” (STU 103) in which students are given the opportunity to explore MCC practices further as well as enhance their self-discovery through topics including time management, test-taking skills and more. Both the orientation and STU 103 are provided for first-time college students.

> Academic Advising

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

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

Several different advising models are employed by MCC – prescriptive, intrusive and developmental advising. To enhance advising services and create greater access to academic assistance, Student Services Technicians (those located on campus, as well as those in the Call Center) continue to offer prescriptive advising. Prescriptive advising allows resolution of basic advising issues (such as course overrides, general information, etc.) without the student waiting to speak with an advisor.

Milestone Advising is an intrusive advising initiative and another way that advisors support and encourage students to complete their educational goals. Students who have completed 50-75% of their declared degree or certificate(s) will meet with a professional advisor. During this meeting, the advisor will:

- complete a degree audit for the student to ensure the student is on the right track
- discuss financial aid with the student (loan repayment, aid still available to the student to complete their degree, scholarship opportunities, etc.)
- inquire about the student’s plans and provide resources to the student aimed at helping him or her reach educational goals (university transfer information and/or career counseling)
- celebrate their accomplishments with them

More than 90 percent of students flagged for Milestone Advising have taken advantage of this highly beneficial advising session.

Successful Start Advising is a developmental advising initiative. Realizing that advisors are limited in the time they can spend with new students during heavy registration periods, the Successful Start Advising initiative was developed to ensure advisors could set aside an appropriate amount of time to begin mentoring a student through their academic journey.

New students are contacted within their first month of classes to set up an appointment with an advisor. Students meet with an advisor for an hour-long advising session that provides:

- a comprehensive academic plan
- a review of MCC resources and academic policies
- an exploration of student life opportunities
- a review of financial aid policies and student responsibilities
- a tour of the Student Success Center, Library and other important campus locations for students

Academic advisors are also accessible via email (advising@mohave.edu) and phone, through MCC Connect, allowing students to receive comprehensive advising without needing to walk-in to any MCC Campus. Students call into MCC Connect during their hours of operation and are either connected directly to an academic advisor or receive a return call from an advisor within 24-48 hours.

Advising is one the areas that the SENSE survey results deemed among MCC's highest points of student engagement:

- Able to meet with an academic advisor at times convenient to me – **81% agree, strongly agree** (*clear academic plan/pathway*)
- An advisor helped me to select a course of study, program or major – **81% agree, strongly agree** (*clear academic plan/pathway*)
- An advisor helped me to set academic goals and to create a plan for achieving them – **60% agree or strongly agree** (*clear academic plan/pathway*)
- An advisor helped me to identify the courses I needed to take during my first semester quarter – **88% agree, strongly agree** (*clear academic plan/pathway*)

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

> **Early Alert – Early Intervention**

Early and continuing intervention can mean the difference between a successful student and one who might give up. Early Alert is a program designed to identify, as early as possible in the

semester, students who are at risk of not succeeding. Instructors look for known signs, such as non-attendance, lack of focus, late assignments, poor quiz results, and/or erratic behavior and set the process in motion by submitting an electronic ticket. Staff/faculty may create a ticket for various reasons: tutoring referral, academic alert, life issue alert and a financial alert, to ensure the student gets the targeted intervention and resources they need to address the current issue they are experiencing.

Tutoring referrals route to the Student Success Centers, academic alerts are managed by the associate deans of instruction on each campus, while life and financial alerts are managed by advisors and reviewed by financial aid staff.

In 2017/18, more than 600 alerts were raised on students to receive assistance and follow-up from MCC personnel.

Advisors work with students who are experiencing challenges through the Early Alert system. They assist students who have been “flagged” by staff/faculty members as needing assistance with life and financial issues. Advisors no longer manage academic early alerts, as those are handled within the Instruction department. However, advisors do work with students who have previously experienced academic difficulties, are on Academic Probation, or have been recently re-admitted after an Academic Dismissal.

Advisors complete Student Success Plans for all students on Academic Probation, which includes students returning to MCC from an Academic Dismissal. The Student Success Plan is completed one-on-one with an advisor in a comprehensive advising session, which also includes:

- financial Aid (and the implications of not being successful academically as related to Financial Aid)
- review of support services available (Academic – Student Success Center, Supplemental Instruction, and Life – Student Support Program).
- student study habits/skills and recommendations regarding resources to improve study skills, time management, test-taking tips, note-taking skills, school/life balance

MCC has many resources available for students to help them improve their academic performance as they are contacted via the early alert process. Resources include:

- supplemental instruction,
- tutoring,
- math, reading, and writing labs,
- faculty one-on-one time
- advising
- 24/7 free and confidential counseling, plus other support services

Each service is available upon the request of any student in need. The College also maintains a comprehensive listing of external support services in the Community Resource Guide. This guide

is revised annually to provide resources to assist students who may be at risk of not succeeding because of factors beyond academics.

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

> Student Success Center

MCC offers a department dedicated to student-centric support measures available to students, both on the campus and online. The Student Success Center’s (SSC) team is engaged in active outreach to all new students, as well as follow up with returning students, to assure support of their academic goals. In addition to the welcome outreach and introductions, the staff conducts real-time interventions for students in a variety of math classes.

The resources available through the Success Centers include:

- Peer tutoring
- Supplemental instruction
- Additional third-party online tutoring
- 24/7 free and confidential counseling, plus other support services

Student Success Centers offer a unified space on each southern campus that students can come in and utilize. The Centers are suitably equipped with technology including computers, laptops, and graphing calculators for student use in each of the campus libraries to pair with research assistance and resources found within. All libraries have study rooms available for private or group study. Another resource is the partnership the College made with Goodwill Job Connections who placed a career advisor in the Bullhead Campus Success Center to serve the students in resume writing, job seeking, interviewing skills, and more.

Center staff members work closely with the advising teams and faculty to communicate student need and progress with the goal to empower the student to thrive in a college environment. The Center has developed quickly, expanding services and resources to assist students with life issues and concerns that impede their chances for success.

Graduation and Transfer

One-hundred-and-ninety-eight (198) graduates, out of 472, in the class of 2018 returned MCC graduate surveys. Of those that completed the surveys:

- Ninety-six percent (96%) indicated they had accomplished goals
- Fifty-one (51%) said they intend to transfer
 - Northern Arizona University, twenty-eight percent (28%)
 - Arizona State University, twenty-three percent (23%)
 - Other in-state, eight percent (8%)
 - Out of state, twenty-four percent (24%)

> Articulation

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

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

> Transfer Opportunities

Students intending to transfer to another institution meet with an advisor to learn about the resources available and to facilitate the transfer of MCC credits to their designated institution. Among these resources are transfer guides developed by each university for their majors, the Course Equivalency Guide (used to determine transferability of MCC courses) and AZTransfer (an online evaluation tool for transfer students). The number of MCC students who transfer to Arizona colleges and universities are growing moderately – with MCC continuing to develop initiatives to encourage degree completion at MCC first and then transfer to a university. MCC has also expanded the transfer information available online.

This past year, MCC established partnerships with Prescott College, DeSales University, Westminster College and Southern New Hampshire University. Two new RN-BSN (Nursing) Concurrent Enrollment agreements were created with University of Phoenix and Regis University with one in progress with Northern Arizona University. Additionally, each partner now has their information on the College's website to highlight the benefits they each provide to staff and students: <https://www.mohave.edu/admission-to-mcc/transfer-partners/>.

Three transfer fairs were also held throughout the year to make partners available for students and staff to ask questions and receive valuable information regarding transfer and scholarship opportunities.

> Program Review

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

One aspect of this learning is to study the current state of academic programs, measure how successful the program's students are, and set goals and objectives to guide program

improvement efforts – based on a cycle timeline. Program review is based self-assessment and has become the foundation upon which programs develop a rationale to advocate for their needs in achieving educational excellence.

Conclusion

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

This report, in addition to the 2018 Strategic Vision Outcomes Report, CCSSE and SENSE survey outcomes provides strong guidance for MCC to act and make continuous improvements in student success and outcomes. These together provide supporting evidence of MCC's continued commitment to student success and completion in an era of fiscal constraints coupled with demand for higher education.

Appendix I: Enrollment Management Data Review 2017/18

Introduction

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

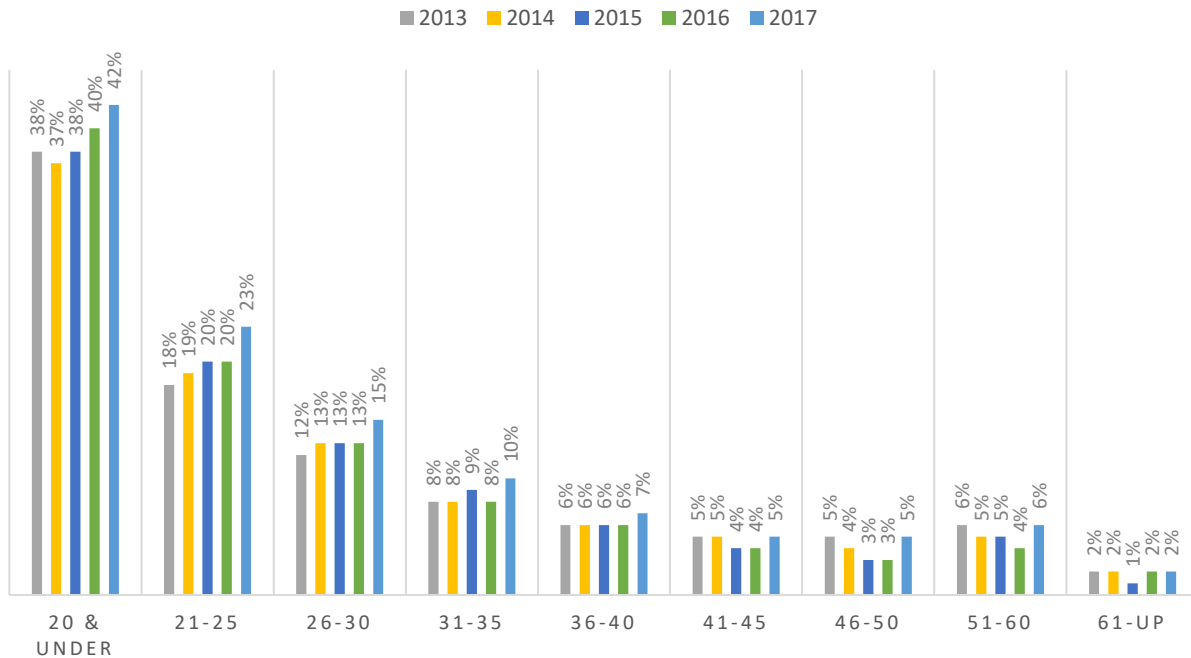
Basic Student Demographics

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

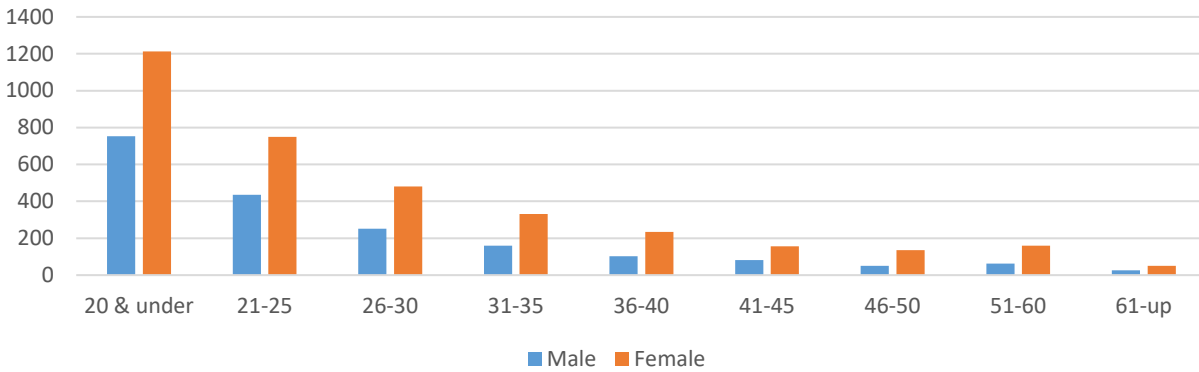
> Age and Gender

MCC attracts students of all ages, which is typical of most community colleges. In 2017/18, MCC saw the most significant increases in the 40 and below age groups – with the 20 and under students still having the most presence among all the age groups. In the same vein, females are the majority of the population at MCC in each age group.

MCC Age Distribution



2017/18 MCC Enrollment by Age and Gender

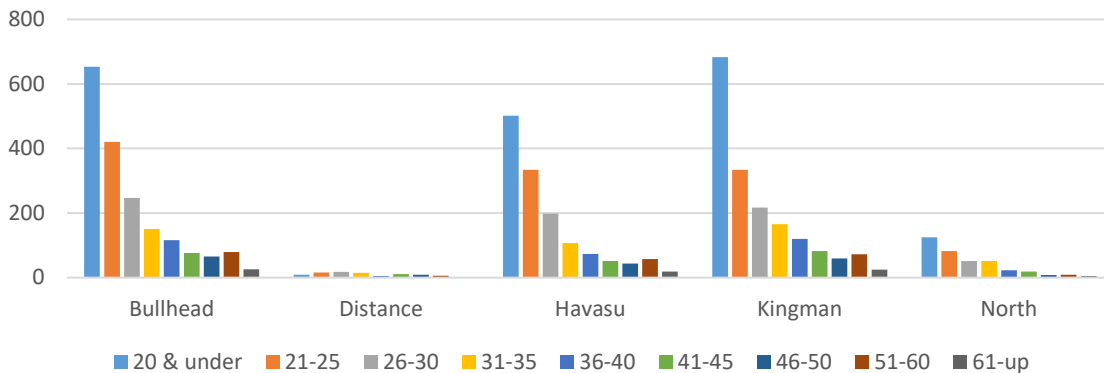


2017/18 Fall Average Credit Hours by Age Group

Age Grp	Avg Hours
0-20	7.47
21-25	8.52
26-30	8.5
31-35	7.79
36-40	8.05
41-45	7.64
46-50	6.86
51-60	6.55
61-up	5.72
All Ages	7.87

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

2017/18 Age Profiles by Service Region

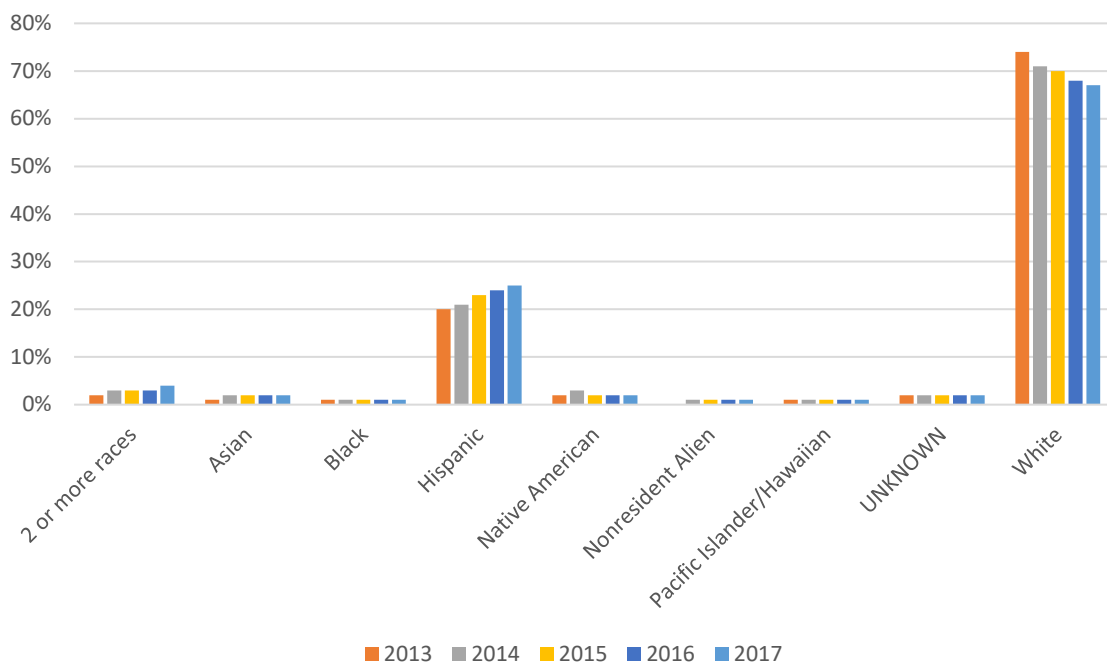


The age profile at the campuses varies some with the makeup of the communities they serve, however overall, the distribution of the age groups are similar.

> Ethnic Distribution

Caucasian/white and Hispanic are the two dominant ethnic groups represented within the MCC student body. The Hispanic population at MCC has grown about a percentage each year since 2010 with it representing 25% of the population in 2017/18. Small cohorts of African American, Native American and Asian students are also part of the make-up of the student population at the College.

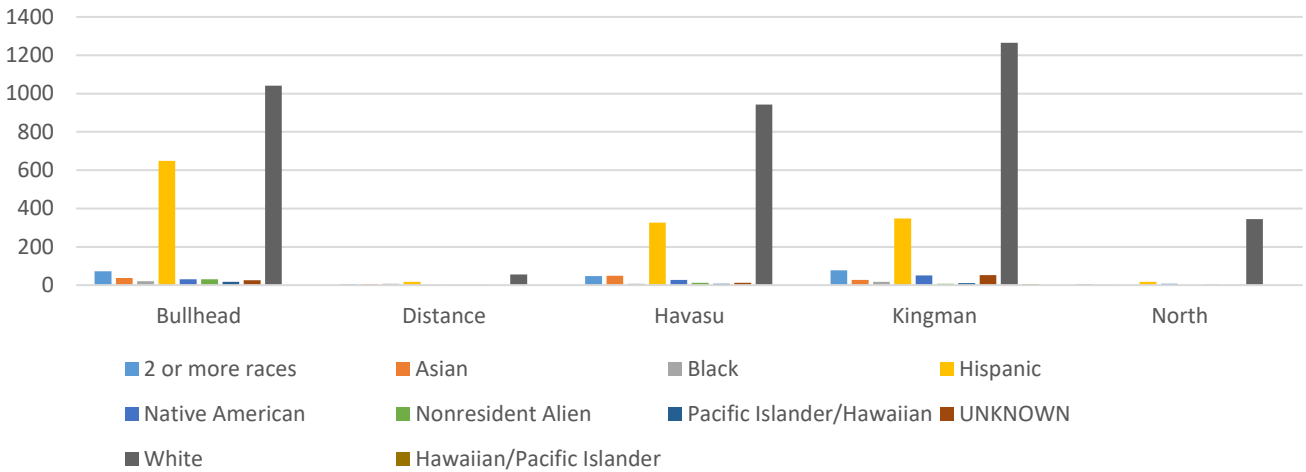
2013-2017 MCC Ethnic Distribution



The 2018 Strategic Vision Outcomes report also noted that since 2010/11, the percentage of MCC students who are members of an underserved racial/ethnic group not only increased substantially but also continues to exceed the percentage of the Mohave County population belonging to an underserved minority group (22%).

Campuses were examined individually for diversity, showing that differences in ethnic make-up also exist between campuses – however, Hispanics are the leading minority regardless of campus. Bullhead City Campus has the largest population of Hispanic students with the Lake Havasu City Campus and Neal Campus – Kingman nearly tying for second.

MCC 2017/18 Ethnic Distribution by Home Campus



2017/18 Fall Enrollment by Age and Ethnicity

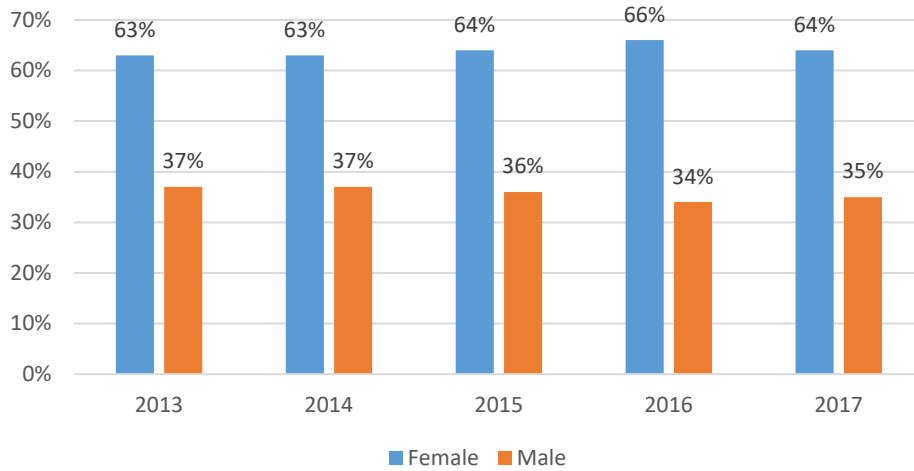
	2 or more races	Asian	Black	Hispanic	Native American	Nonresident Alien	Pacific Islander/Hawaiian	Unknown	White	Total
20 & under	104	43	15	510	23	20	15	32	1284	1973
21-25	50	20	8	351	21	17	12	33	769	1186
26-30	25	13	7	190	24	6	4	9	486	732
31-35	10	12	5	102	15	4	2	6	352	491
36-40	8	8	5	65	16	2	0	4	240	337
41-45	1	7	3	58	6	1	2	1	165	240
46-50	5	8	3	33	3	2	1	2	135	185
51-60	3	7	5	43	6	0	2	3	161	223
61-up	2	5	1	7	3	0	2	3	57	76
Total	208	123	52	1,359	117	52	40	93	3649	5443

The age distribution is similar to the overall MCC population – with 20 and under students being the majority of the College’s enrollment.

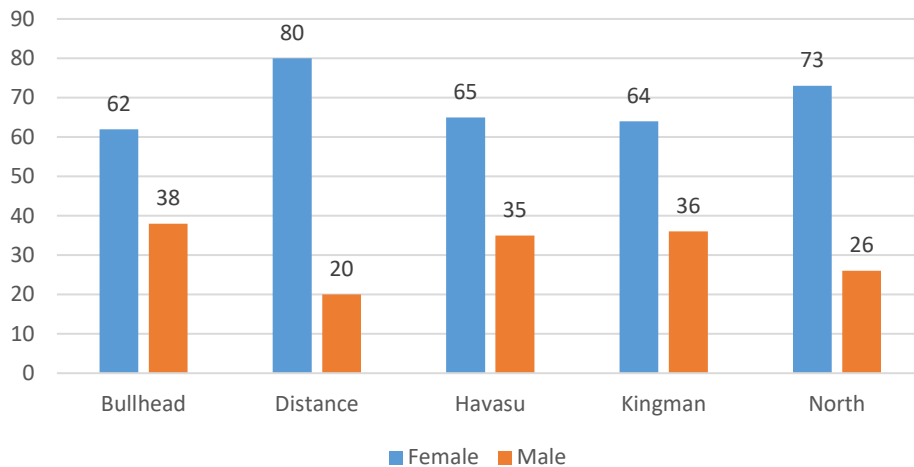
> Gender

Females continued to be the large majority of MCC’s student population in 2017/18 as well as throughout all of MCC’s campuses in addition to the students that participate in distance education classes.

2013-2017 MCC Gender Breakdown



2017/18 Gender Distribution by Service Region



Student Geography

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

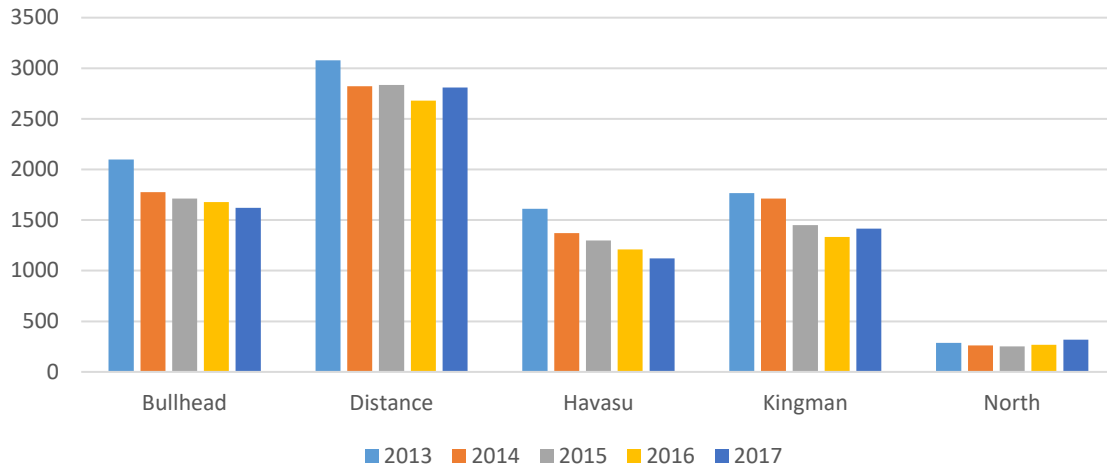
Headcount and Fulltime Student Enrollment (FTSE)

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

> Headcount

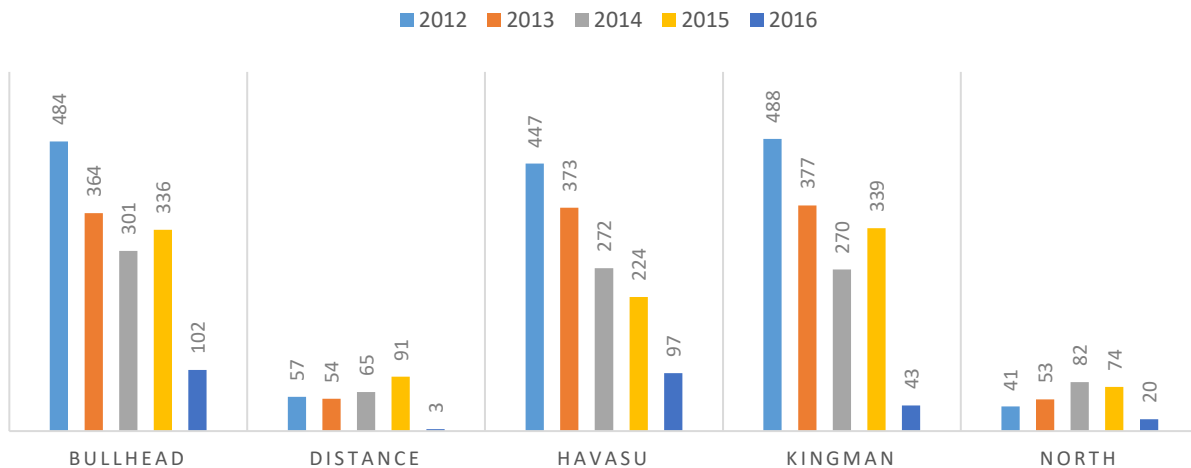
Headcount varied some in 2017/18 with distance education, Neal Campus – Kingman and North all showing increases over the previous year. Bullhead and Havasu both decreased slightly.

2017/18 Credit Headcount by Campus



Moreover, non-credit headcount varied at each campus – with all significantly decreasing this past year, potentially due to restructuring and turnover of staff.

2016 Non-Credit Headcount Enrollment By Campus

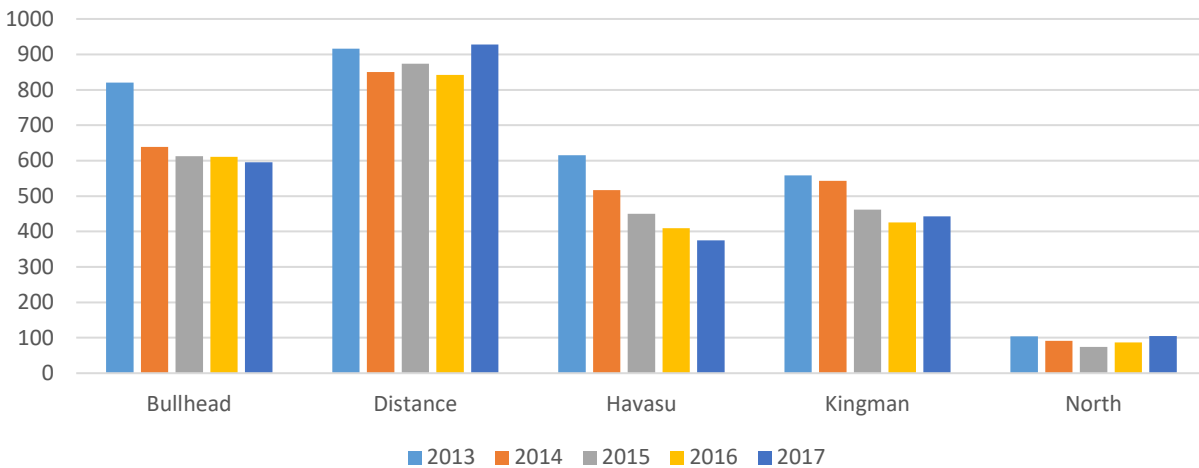


> Fulltime Student Equivalent Enrollment (FTSE)

College FTSE enrollment went from 3,013 in 2013 to 2,640 in 2014. Followed by 2,473 in 2015 and 2,375 in 2016. For the 2017/18 academic year, FTSE was 2,446 – a slight increase from the previous year.

Following is the FTSE enrollment by campus, noting that distance education leads in this category.

2013-2017 FTSE Enrollment by Campus

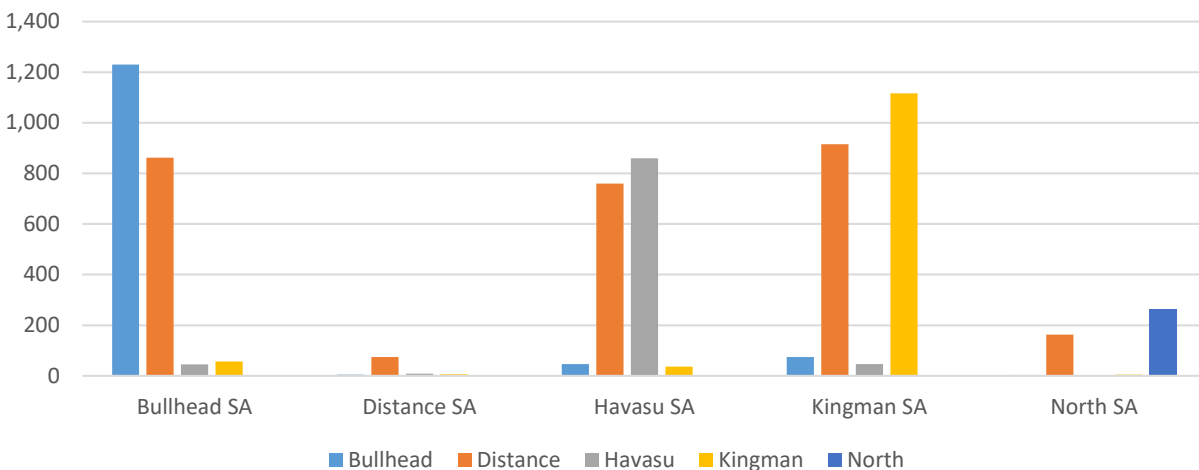


Student Residency and Campus Selection

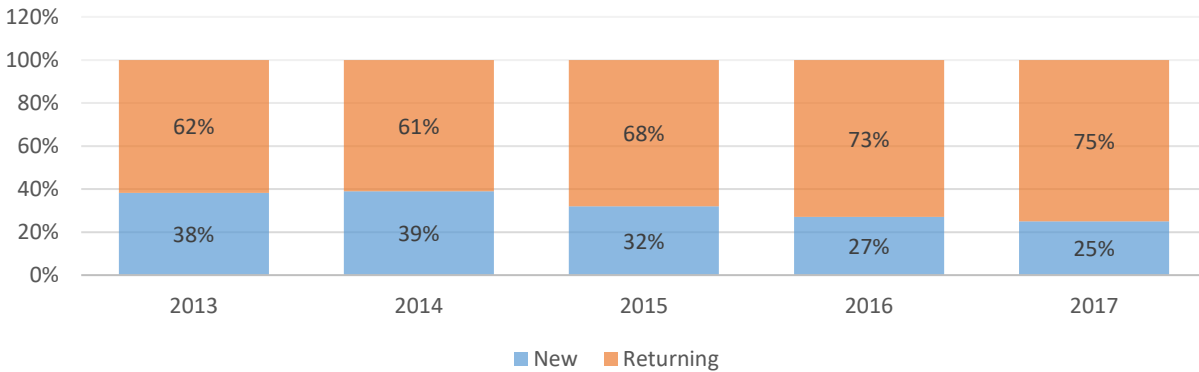
The following chart displays the campus of attendance and the service area of residence for the most recent academic year. It also shows the number of students who travel to other campuses for their programs of study.

All southern campuses have some MCC students that reside their specific community but travel to another MCC campus due to the College having certain programs that are not available at all campuses – allied health, for example. Distance education classes play a significant role in each campuses enrollment, with students often incorporating at least one online offering into their schedule.

2017/18 Campus Attendance and Service Area of Residence



2013-2017 New And Returning Students



The ratio of new to returning students is a concise 2:3 ratio for 2017/18.

> New Student’s Selection of Major Emphasis

The major emphasis selections for 2017/18 are displayed in the following table. The clustering of General Studies and Liberal Arts at the top of the list most likely indicate that many new students have not yet decided on firm academic or career goals or are eyeing an allied health program. These categories are also used when a student is looking to go into a program that requires them to be accepted (e.g., nursing).

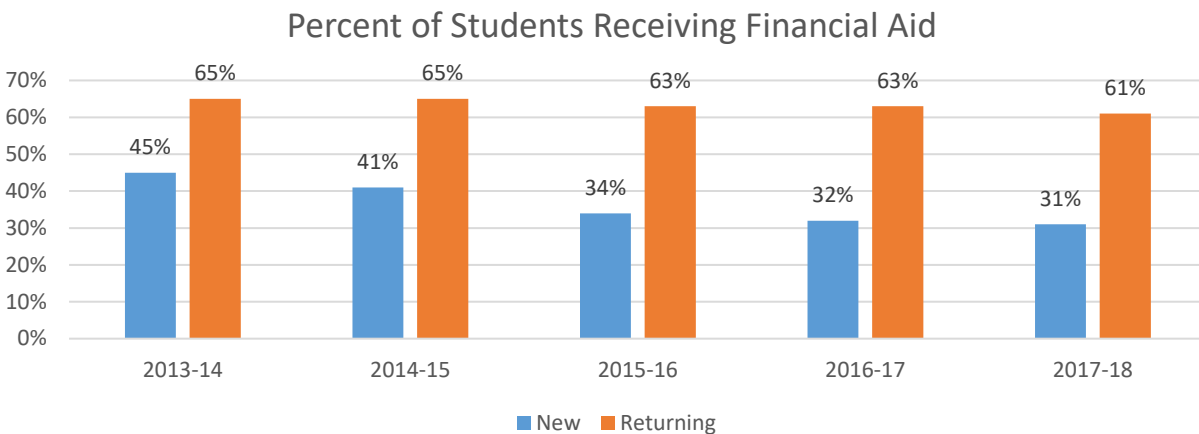
Top 30 Major Emphasis selected by New Students – 2017/18

Rank	Major	#New Students
1	Liberal Arts	482
2	General Studies	220
3	Welding Technology	189
4	Business	167
5	Computer Info Systems	119
6	Medical Assisting	101
7	HVAC/Refrigeration Tech	95
8	Fire Science	66
9	Education	56
10	Social Behavioral Science	53
11	Administration of Justice	48
12	Art	37
13	Non-Degree Seeking	35
14	Science	33
15	Engineering	32
16	Culinary & Hospitality Mngmnt	29
17	Accounting	25
18	Non-degree Nursing Assist. Program	23
19	Paralegal	21

Rank	Major	#New Students
20	Life Science	20
21	English	18
22	Retail Management	17
23	Healthcare Information Tech	15
24	Automotive Service Technology	14
24	Baking and Pastry	14
24	Mathematics	14
24	Paramedic	14
24	Substance Abuse Counseling	14
25	Nursing	13
26	AGEC-A Arts	12
27	Undecided - Terminal	11
28	Non-degree Child Development	10
29	Advanced Automotive Technology	9
29	Chemistry	9
29	Driver/Operator	9
29	Undecided - Transfer	9
30	Dental Assisting	8
30	History	8

Financial Aid: New and Returning Students

The percentage of students receiving financial aid is down slightly from 2016/17.



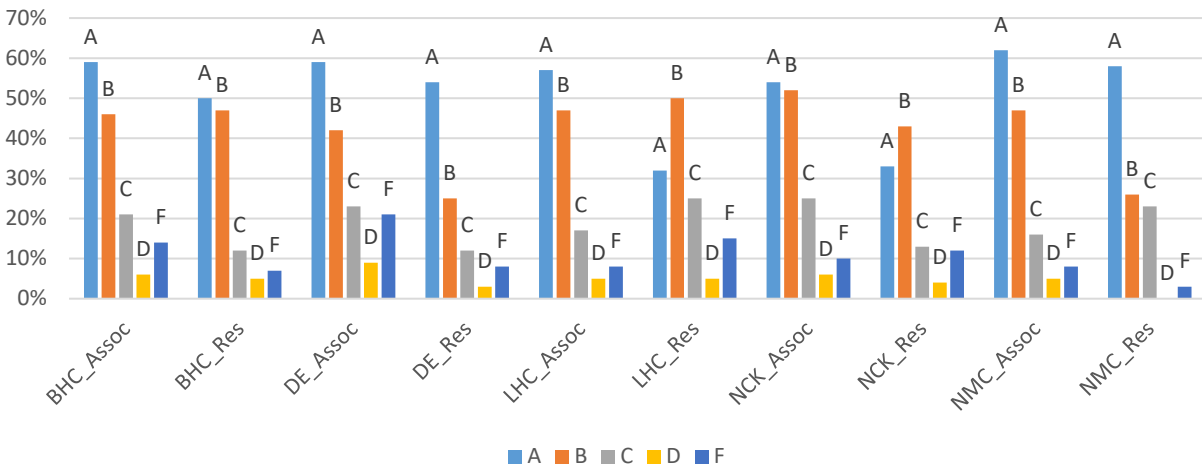
Student Success

Grades are an incomplete measure of student success, but they are the most readily available widespread measure that MCC has and are an incredibly important piece of a student's education and career pathway. Graduation rates and success after graduation (in addition to grades) are also key indicators in determining a student's true success.

> Grade Profiles

The following charts display different ways to look at the grades and grade point averages (GPA) students have earned in 2017/18.

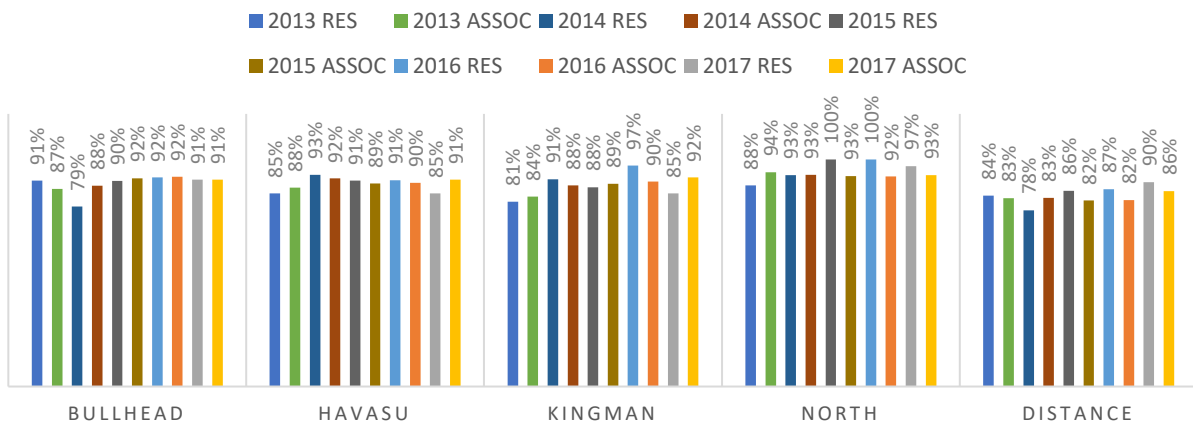
2017/18 Percent of Each Grade by Campus and Faculty Type



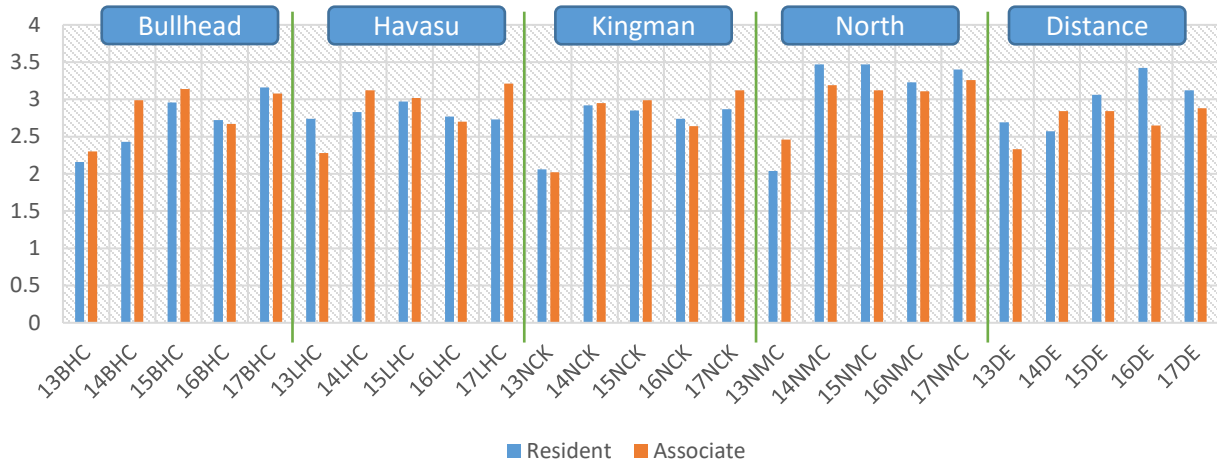
Grade Key:

A – Excellent B – Above Average C – Average D – Below Average F - Fail

2013-2017 Percent Passing Grades (A, B, C) By Year, Campus, And Faculty Type



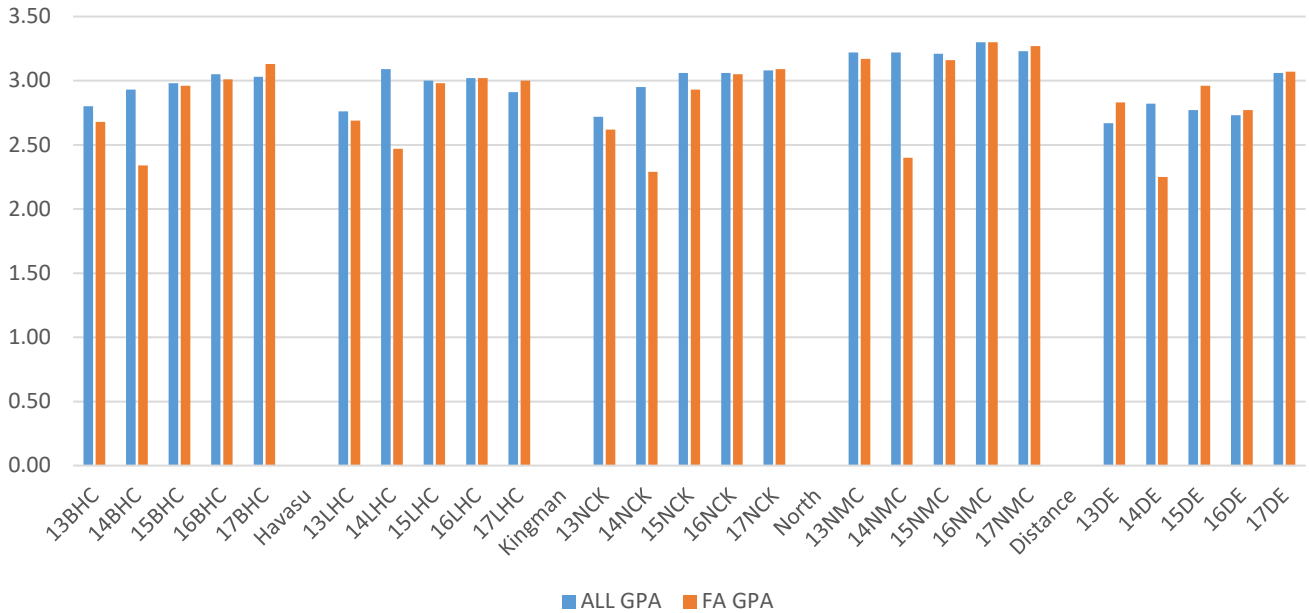
2013-2017 Student GPA by Year, Campus and Faculty Type



> GPA and Financial Aid

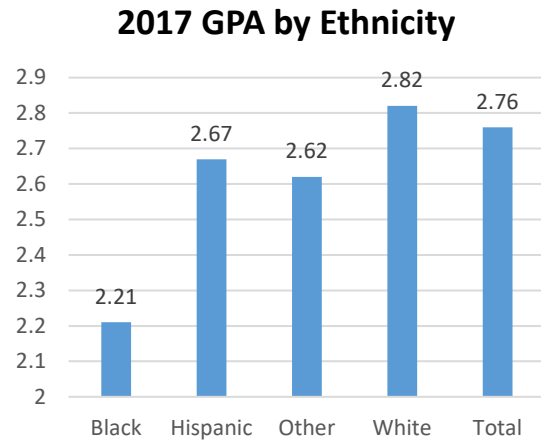
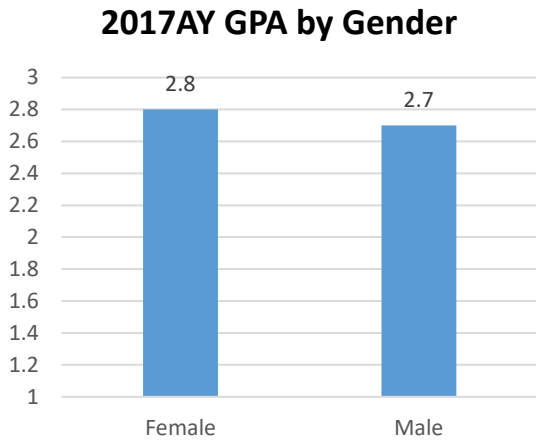
In 2017/18, financial aid students had a slightly higher GPA when compared to all students.

2013-2017 GPA of Financial Aid Students Compared to GPA of All Students



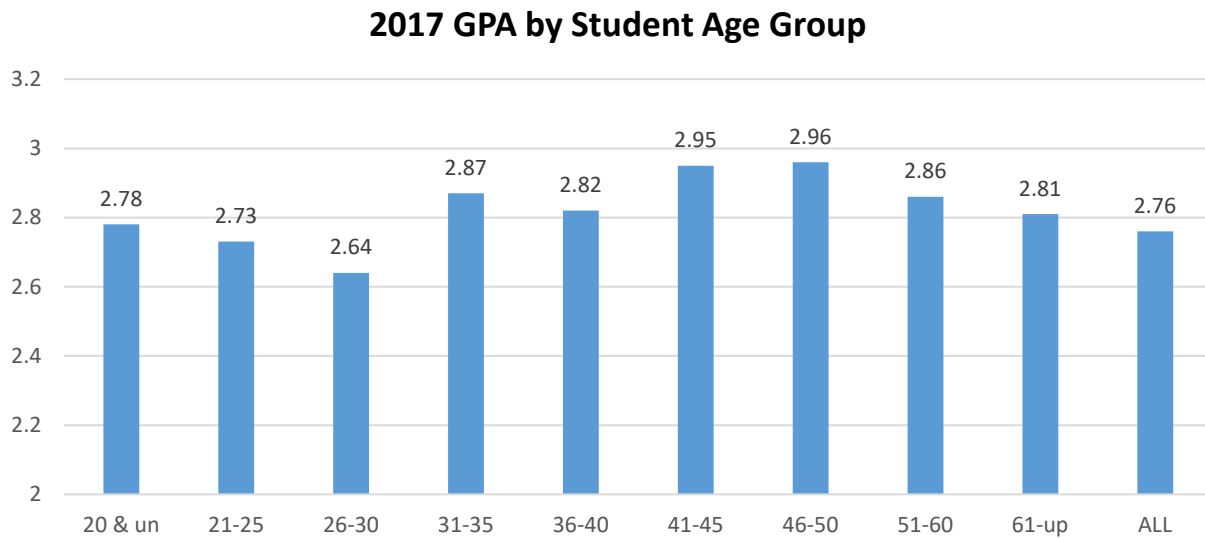
> GPA by Gender, Ethnicity

Female students had a slightly higher GPA, with some GPA variation among ethnicities.



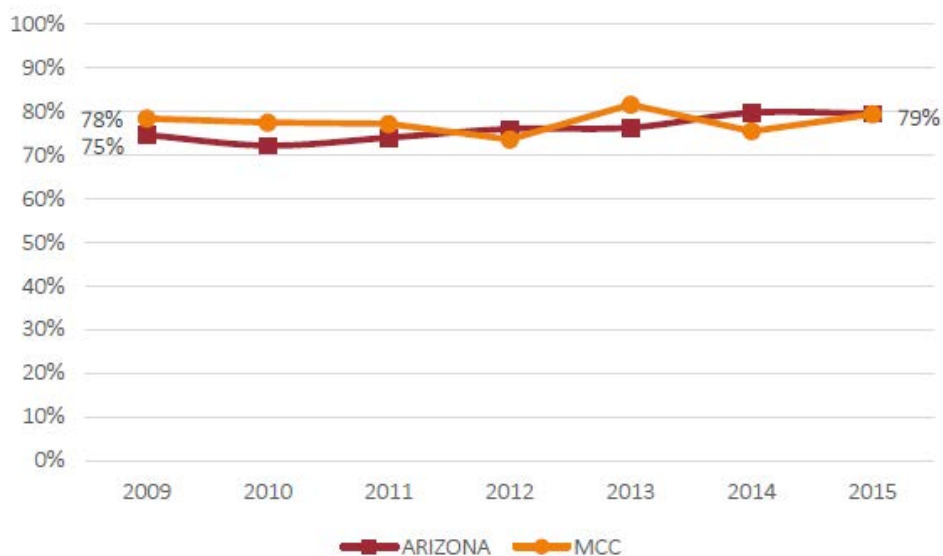
> GPA and Student Age

Students ranging in age from 46 – 50 (on average) have the highest GPA at MCC, with the 41 - 50 age group running a close second.



> College-level Course Success Rates

MCC held at 79% in college-level success rate for the second year, which was noted in the 2018 Strategic Vision Outcomes Report.



> Students on Academic Probation

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

2017/18 Students on Academic Probation by Age, Gender and Ethnicity

Gender	Ethnicity	0-20	21-25	26-30	31-35	36-40	41-45	46-50	51-60	61-up	Total
Female	American Indian or Alaska Native	3	2	3	0	1	0	0	1	0	10
	Asian	1	1	0	0	0	0	0	0	0	2
	Black or African American	0	0	1	0	0	0	1	0	0	2
	Hispanics of any race	34	25	13	3	3	1	1	0	1	81
	Native Hawaiian or Other Pacific Islander	2	0	0	0	0	0	0	1	0	3
	Nonresident Alien	2	2	0	0	0	0	0	0	0	4
	Race and Ethnicity unknown	0	0	0	0	1	0	0	0	0	1
	Two or more races	6	1	1	1	1	0	0	0	0	10
	White	55	29	32	16	11	5	7	6	0	161
	Female Total	103	60	50	20	17	6	9	8	1	274
Male	American Indian or Alaska Native	0	3	1	1	2	0	0	0	1	8
	Asian	1	0	0	0	0	0	0	0	0	1
	Black or African American	0	2	0	0	1	0	0	1	0	4
	Hispanics of any race	27	16	11	3	0	1	1	0	0	59

Gender	Ethnicity	0-20	21-25	26-30	31-35	36-40	41-45	46-50	51-60	61-up	Total
Male	Native Hawaiian or Other Pacific Islander	0	1	0	0	0	1	0	0	0	2
	Nonresident Alien	1	0	0	0	0	0	0	0	0	1
	Race and Ethnicity unknown	2	0	0	0	0	0	0	0	0	2
	Two or more races	8	0	1	0	0	0	0	0	0	9
	White	53	27	16	11	5	3	2	5	2	124
	Male Total	92	49	29	15	8	5	3	6	3	210
	MCC Total	195	109	79	35	25	11	12	14	4	484

Students on Academic Probation

Year	2011	2012	2013	2014	2015	2016	2017
AP	804	489	489	568	536	524	484

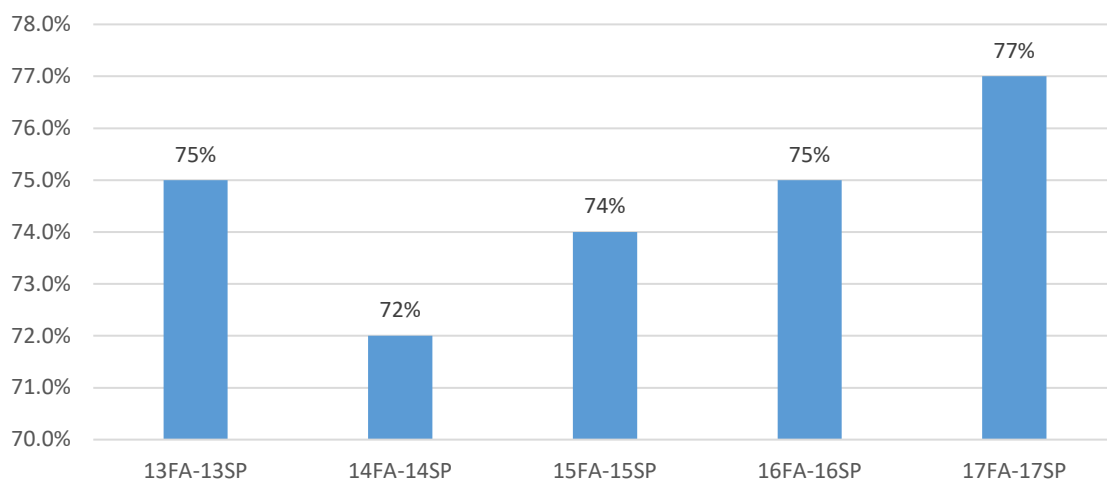
Students on academic probation decreased by about 50 in 2017/18 from 2016/17. The Student Success Center, as well as the College in general, continues to look at various initiatives to positively impact this group.

Student Retention

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

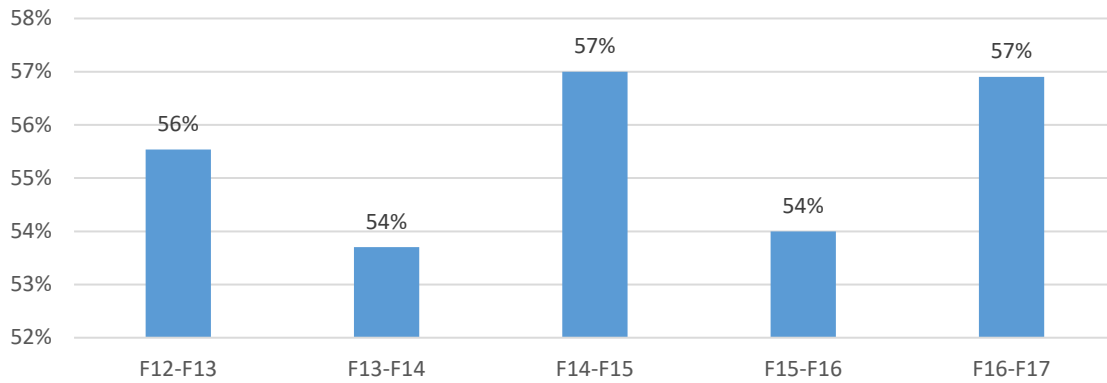
> Fall to Spring Retention

2013-2017 Fall to Spring Credit Student Retention



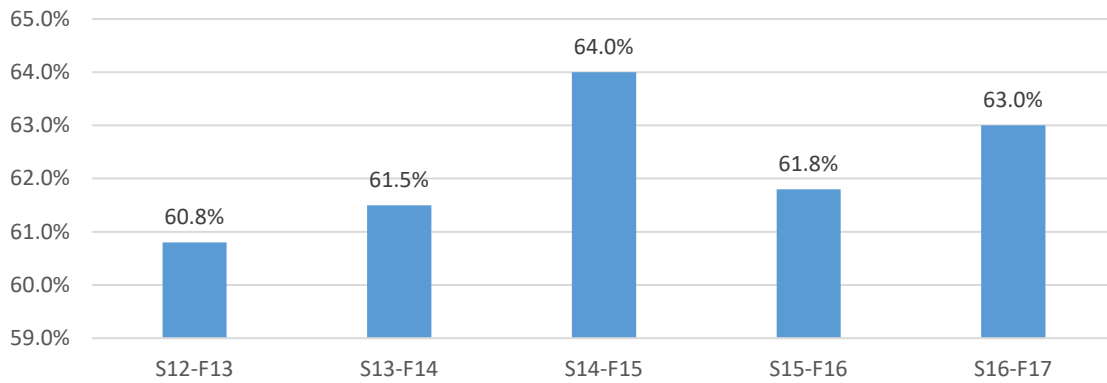
> Fall to Fall Retention

2012-2017 Fall to Fall Credit Student Retention



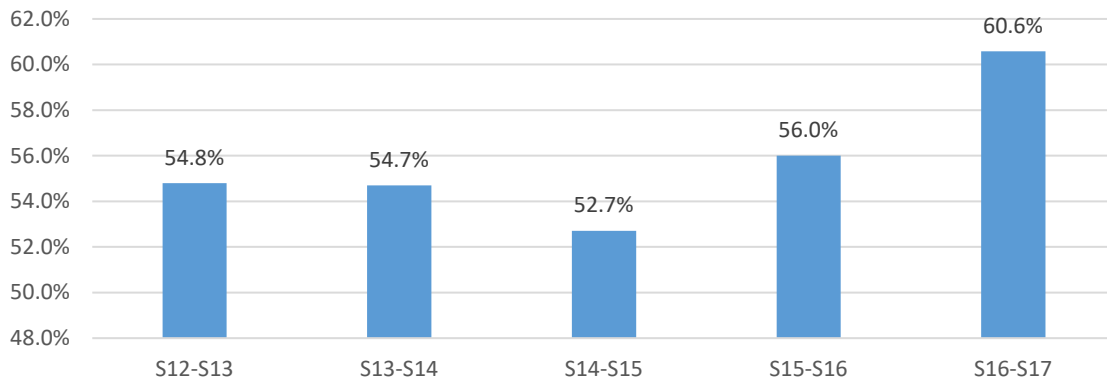
> Spring to Fall Retention

2012-2017 Spring to Fall Credit Student Retention



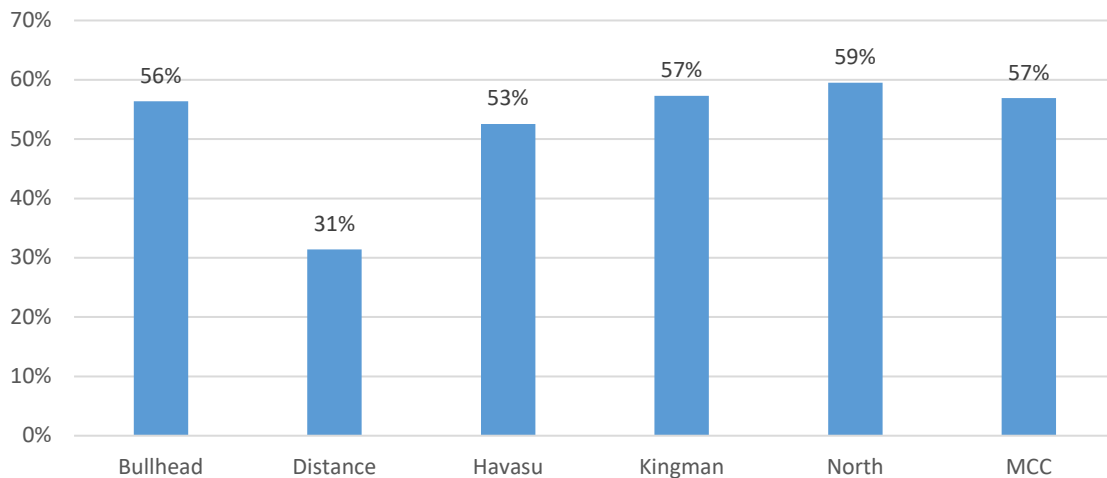
> Spring to Spring Retention

2012-2017 Spring to Spring Credit Student Retention



> Retention by Campus 2017/18

2016 Fall to 2017 Fall Retention by Campus



Completion

> Graduation Rates

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

Graduates from New Students of 2012-2017 and Degree Type

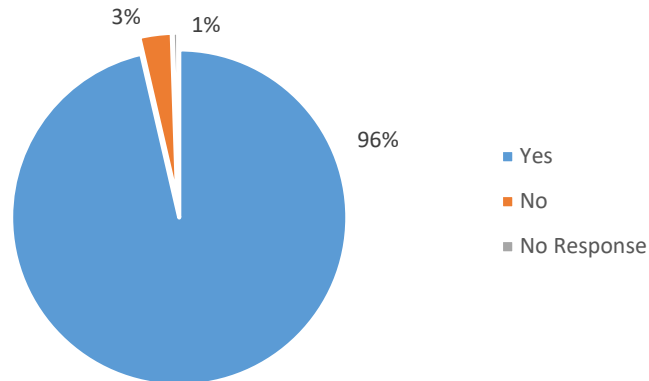
Degree	NEW@ 2012	NEW@ 2013	NEW@ 2014	NEW@ 2015	NEW@ 2016	NEW@ 2017
AA	111	92	57	34	8	2
AAS	130	131	75	53	22	1
ABUS	5	6	3	3	1	0
AGS	16	8	8	2	2	0
AS	6	12	2	2	1	0
CERT	120	135	83	42	27	18
COMP	130	115	63	38	11	0
Total	342	338	198	125	59	21

> Graduation Surveys

Graduation surveys are distributed to all students who apply for graduation through the Registrar's office. In 2017/18, 193 students (out of 472) returned the survey yielding the following results.

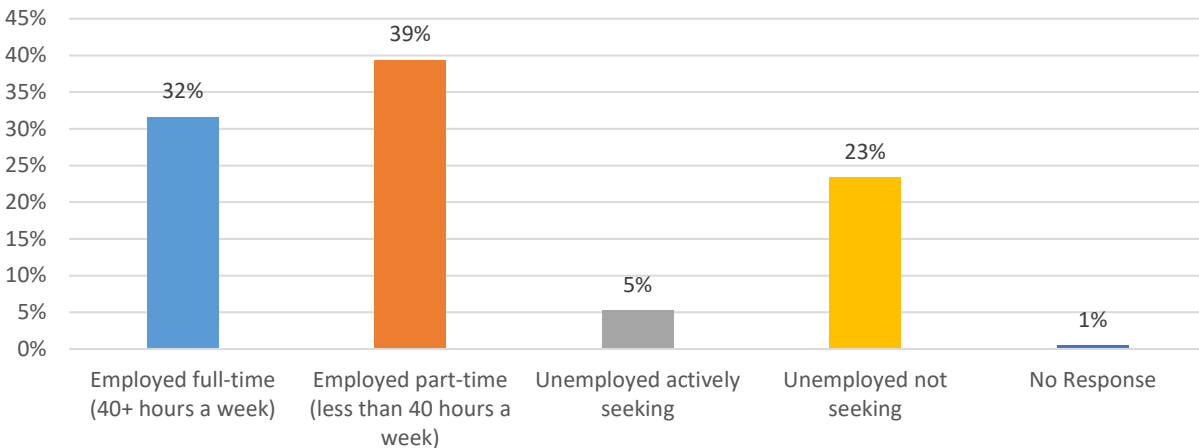
Goal Attainment among MCC Graduates

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



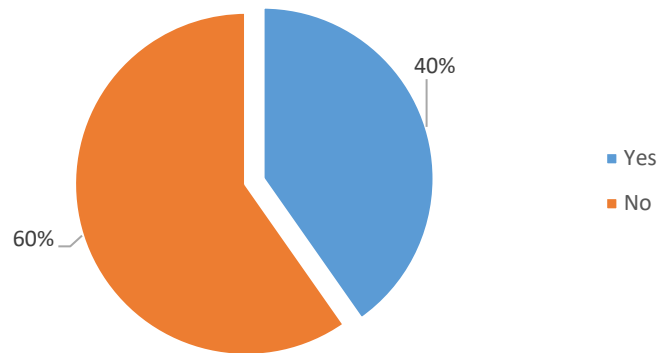
Employment Status of Graduates while attending MCC

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



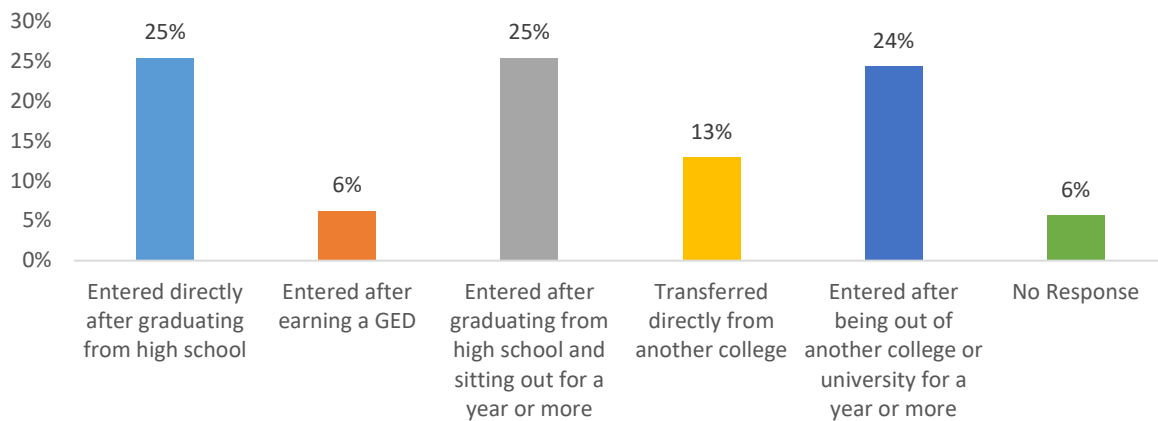
Graduate Employment Status Related to Major

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



Status when entering MCC

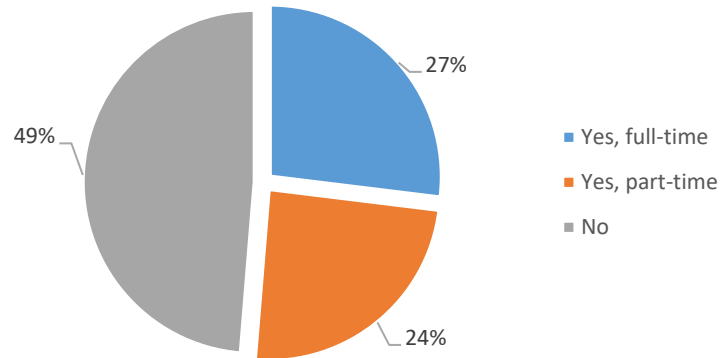
The majority of 17/18 MCC graduates either entered MCC directly after graduating high school (25%) or came to MCC after graduating high school and sitting out for a year or more (25%). A significant amount (24%) also entered MCC after being out of another college or university for a year or more.



Note: MCC was noted as having a higher percentage of recent high school graduates (33%) than the national average (24%) – Arizona is at 32%, per the 2018 Strategic Vision Outcomes Report.

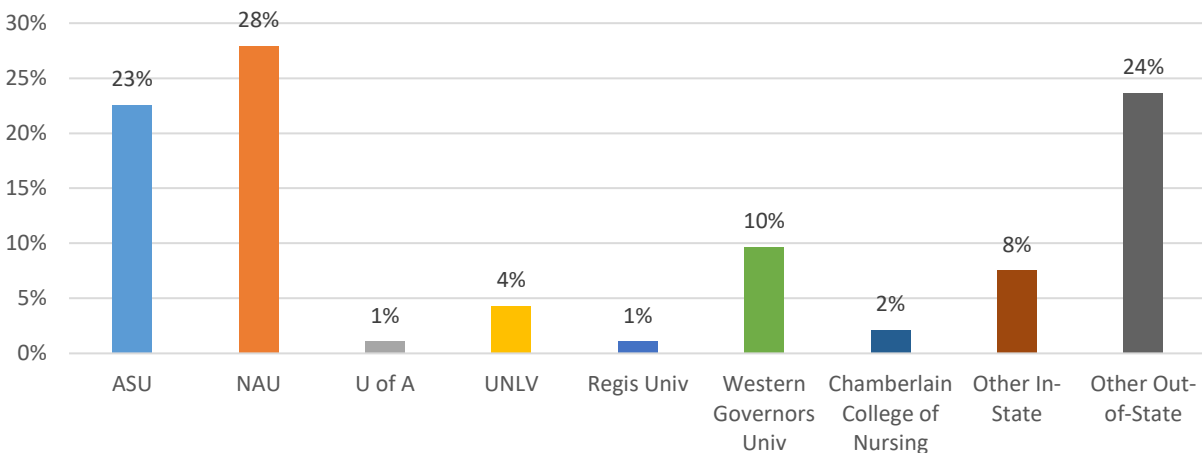
Graduated MCC students intending to transfer to another college

The majority of 2017/18 MCC graduates (27 percent full-time, 24 percent part-time) intended to transfer to another institution through either full-time or part-time enrollment.



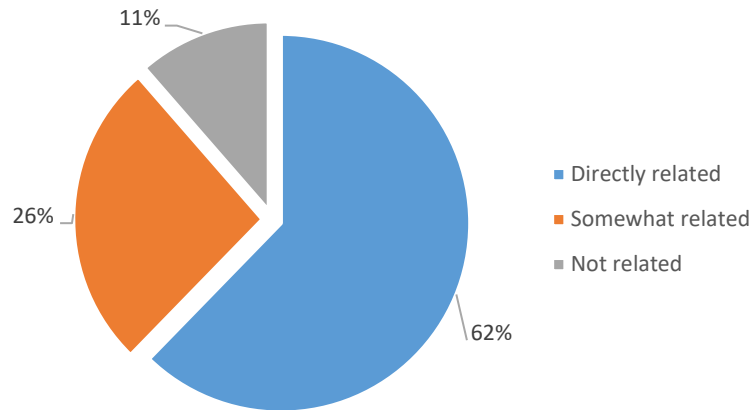
Institutions that Graduates Planned to Attend after MCC

MCC graduates continued to favor Northern Arizona University among in-state institutions when transferring – with some also interested in ASU. Twenty-four percent of MCC graduates noted they were transferring to in-state institutions that weren't mentioned in the survey (e.g. Embry-Riddle Aeronautical University).



Extent that Major at Transferring Institution is related to Major at MCC

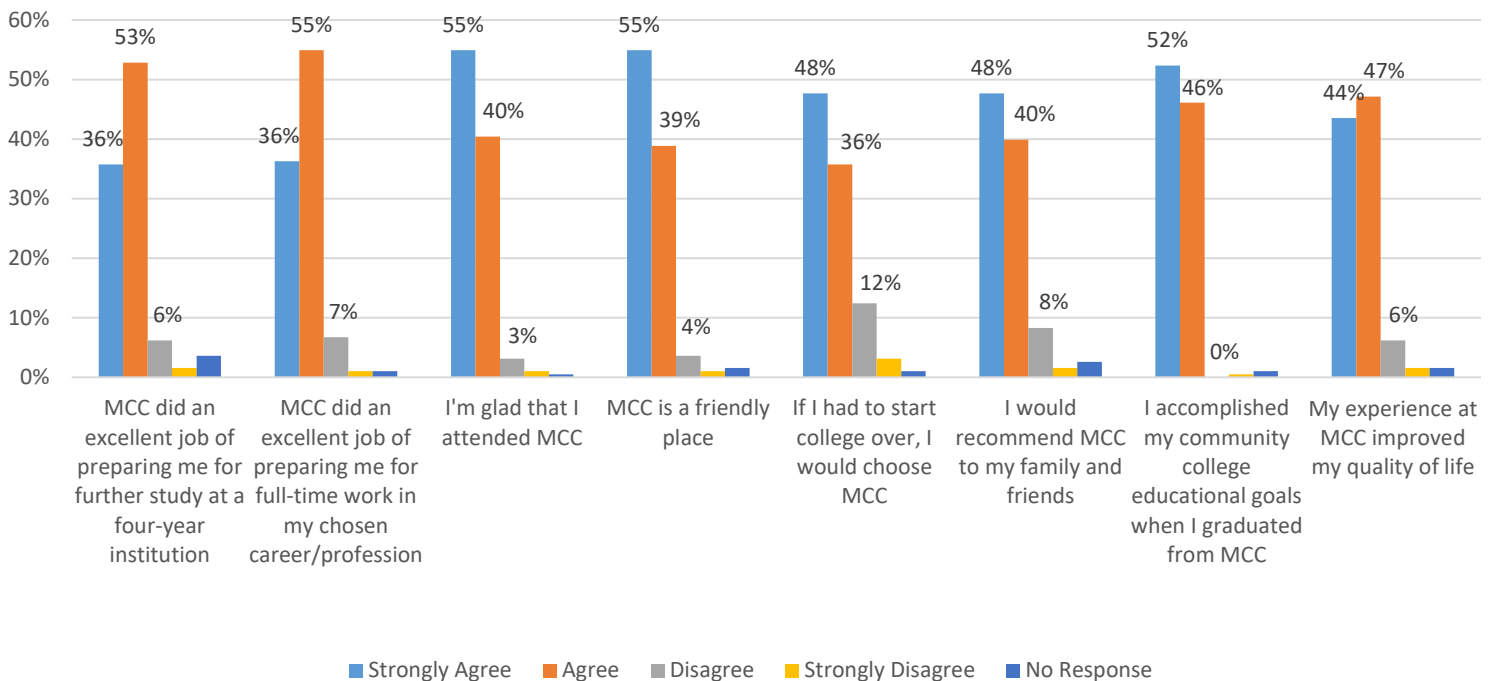
Sixty-two percent of MCC 2017/18 graduates who said their major that they were transferring to at another institution was directly related to what they studied at MCC.



Graduate Satisfaction and Learning

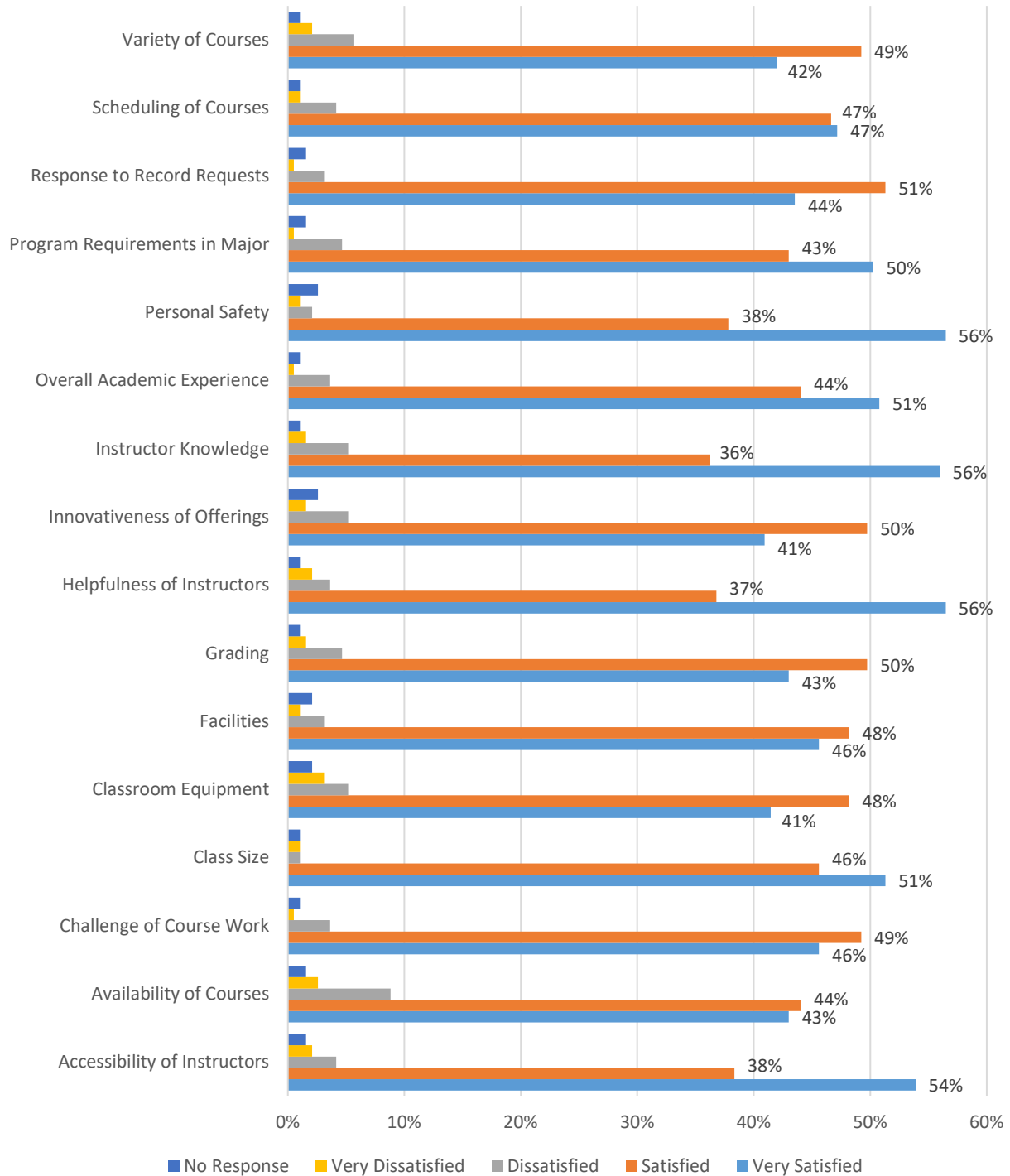
The next four tables focus on graduate student satisfaction and services in multiple areas. Responses on the items asked were overall positive.

Overall Satisfaction aspects at MCC

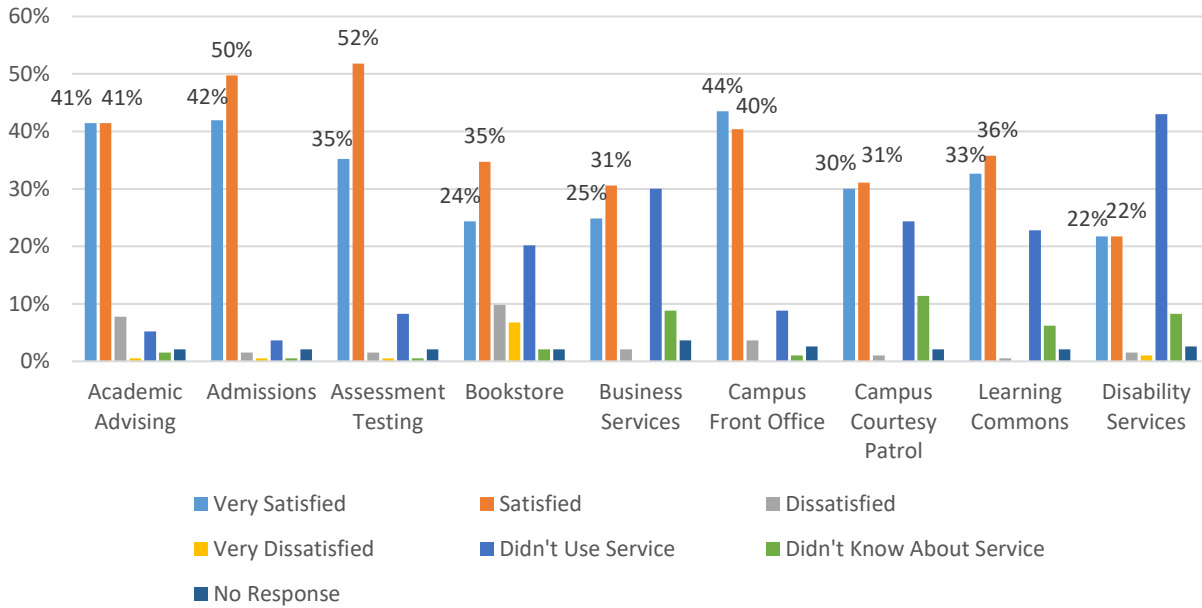


Overall Graduate Satisfaction with Services at MCC

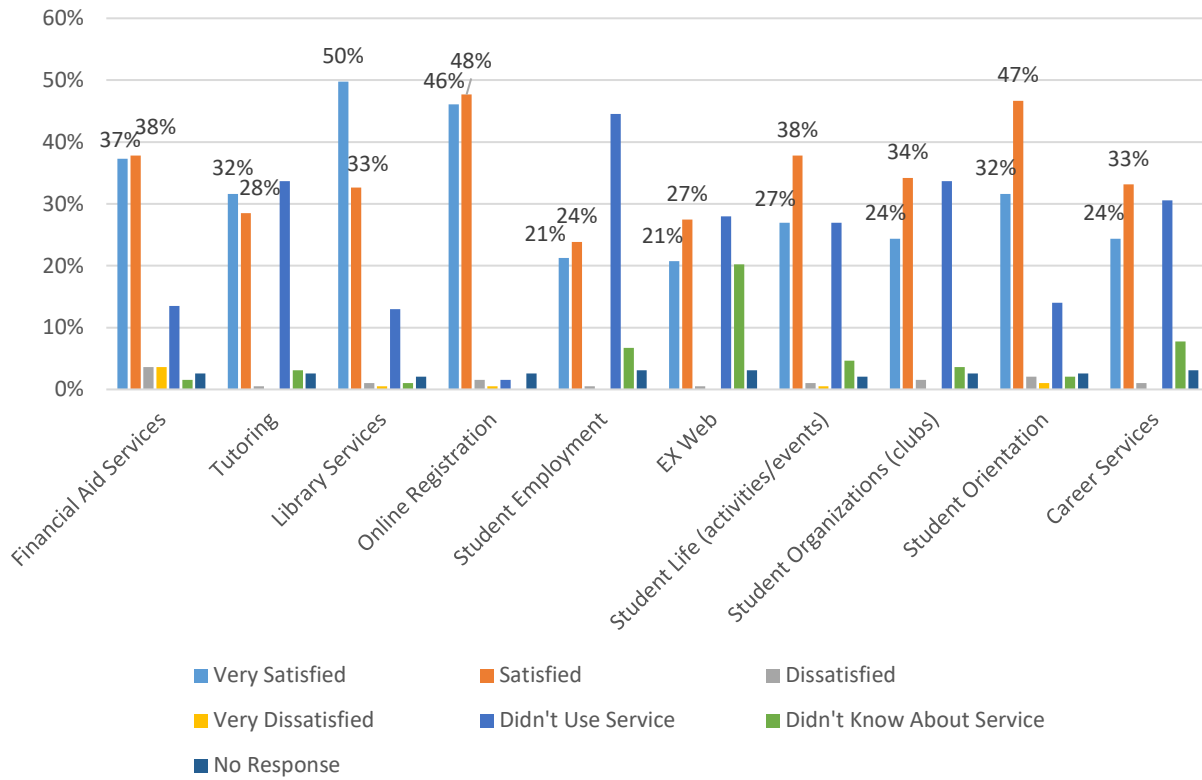
The majority of 2018 graduates who answered the survey were very satisfied or satisfied with MCC services – with highlights including: helpfulness of instructors (56% very satisfied and 37% satisfied), overall academic experience (51% very satisfied and 44% satisfied) and instructor knowledge (56% very satisfied and 36% satisfied).



Additional highlights include academic advising (38% very satisfied and 49% satisfied), financial aid (41% very satisfied and 41% satisfied) and assessment testing (35% very satisfied and 52% satisfied)



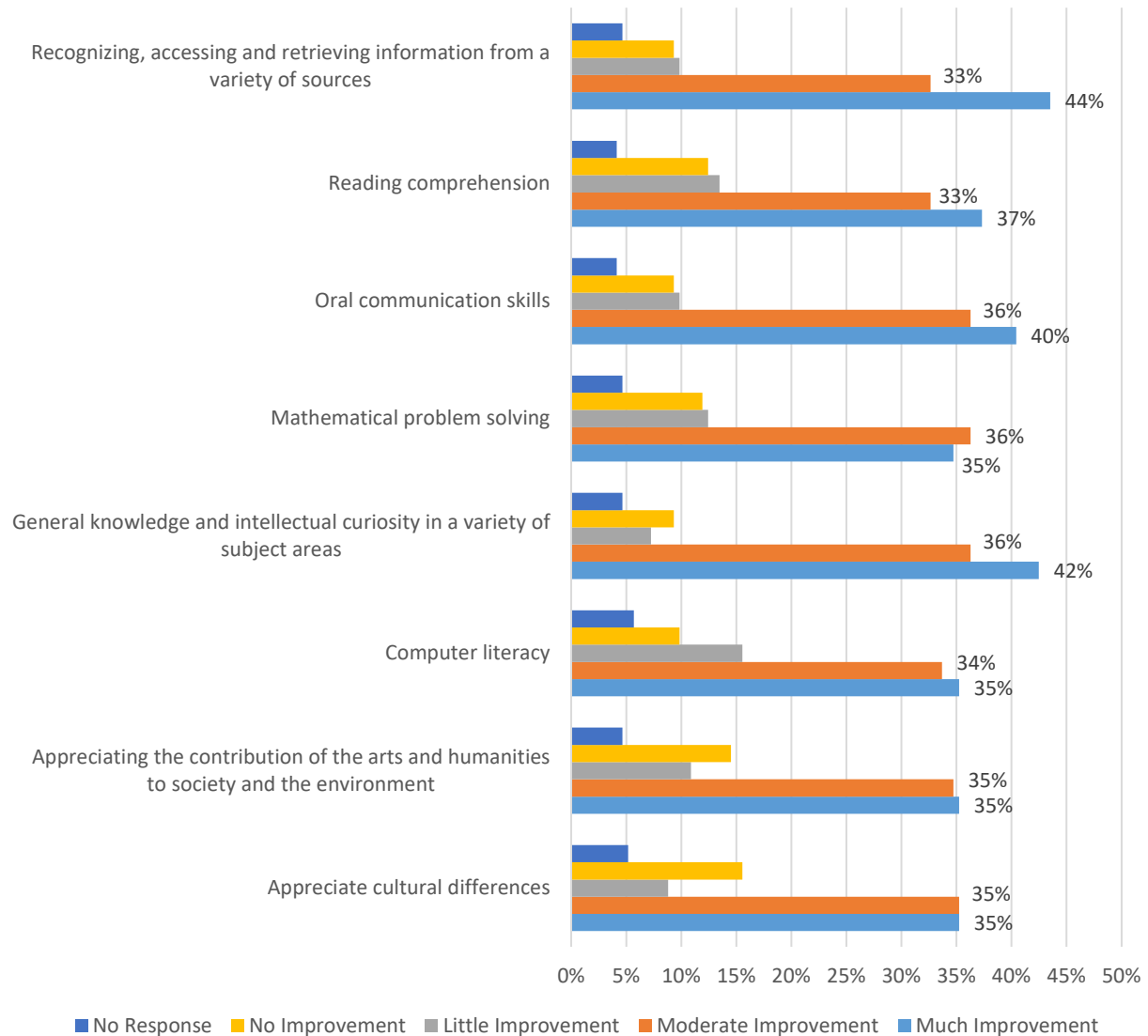
Financial aid services (37% very satisfied and 38% satisfied), student orientation (32% very satisfied and 47% satisfied) and online registration (46% very satisfied and 48% satisfied) were also among the survey's highlights.



Extent that MCC experience improved graduate skills/abilities in designated areas

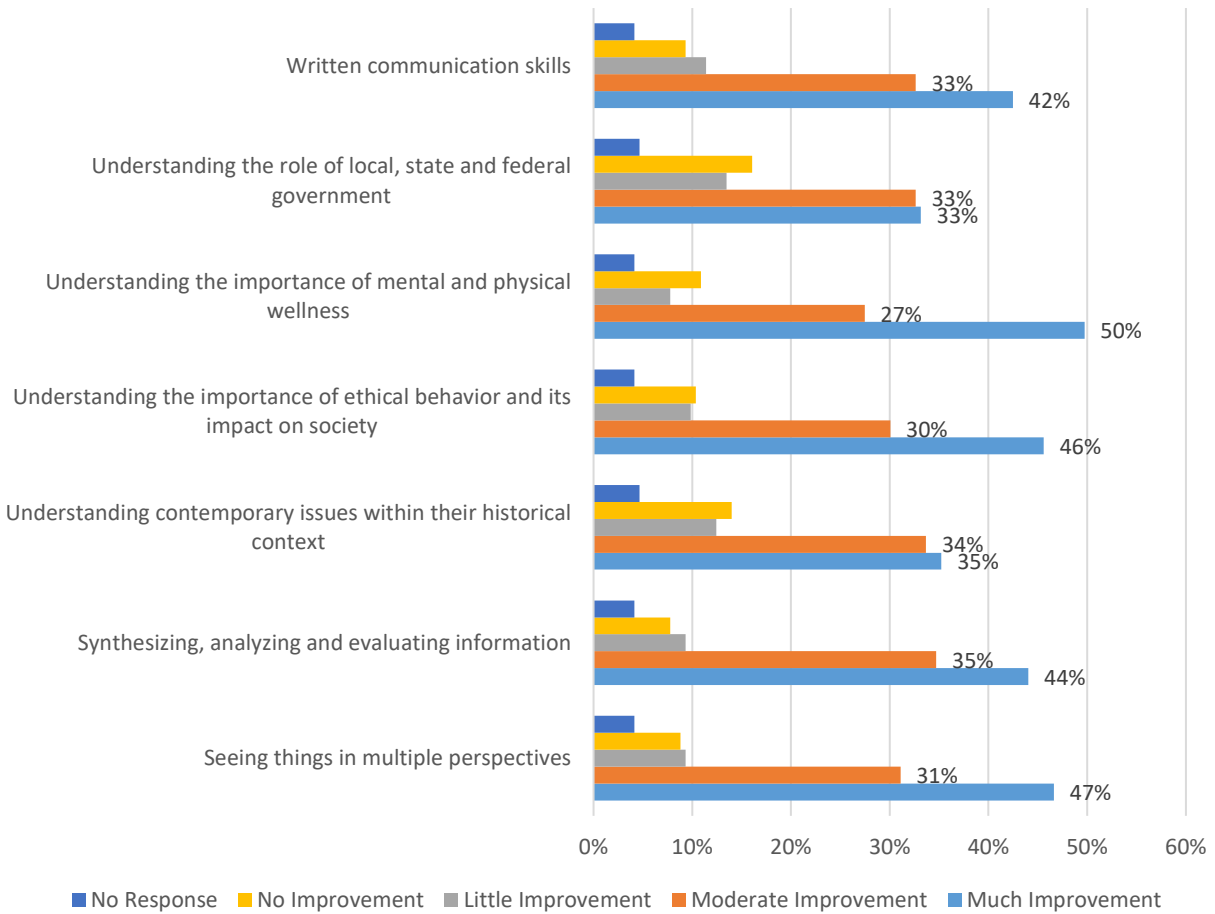
Graduating students that participated in the survey also noted favorable outcomes for skills and abilities identified. The majority said they had much or moderate improvement in the designated areas with highlights including:

- Recognizing, etc. information (33% much improvement, 44% moderate improvement)
- Mathematical problem solving (35% much improvement and 36% moderate improvement)
- Reading comprehension (37% much improvement and 33% moderate improvement)



Additional highlights of the skills and abilities identified include:

- Written communication skills (42% much improvement, 33% moderate improvement)
- Seeing things from multiple perspectives (47% much improvement, 31% moderate improvement)
- Understanding the importance of mental, physical wellness (27% much improvement and 50% moderate improvement)

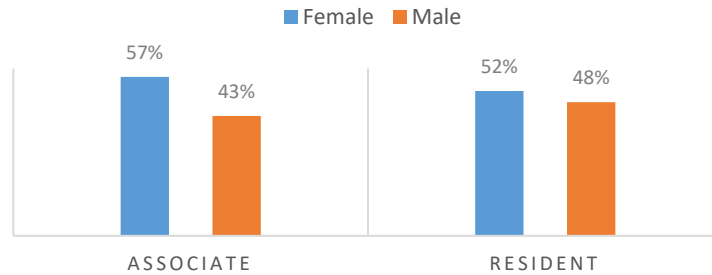


Faculty and Staff Demographics

> Gender

Mohave Community College has a relatively small resident faculty group with a large proportion of the instruction provided by part-time associate faculty. A demographic profile of the 2017/18 faculty is provided on the following pages.

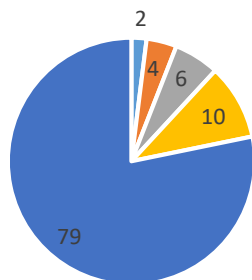
2017-2018 Faculty Gender



> Ethnic Status

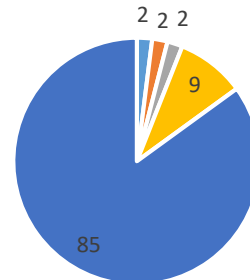
Resident faculty are predominantly White non-Hispanic, and the associate faculty are somewhat more diverse.

Associate Faculty



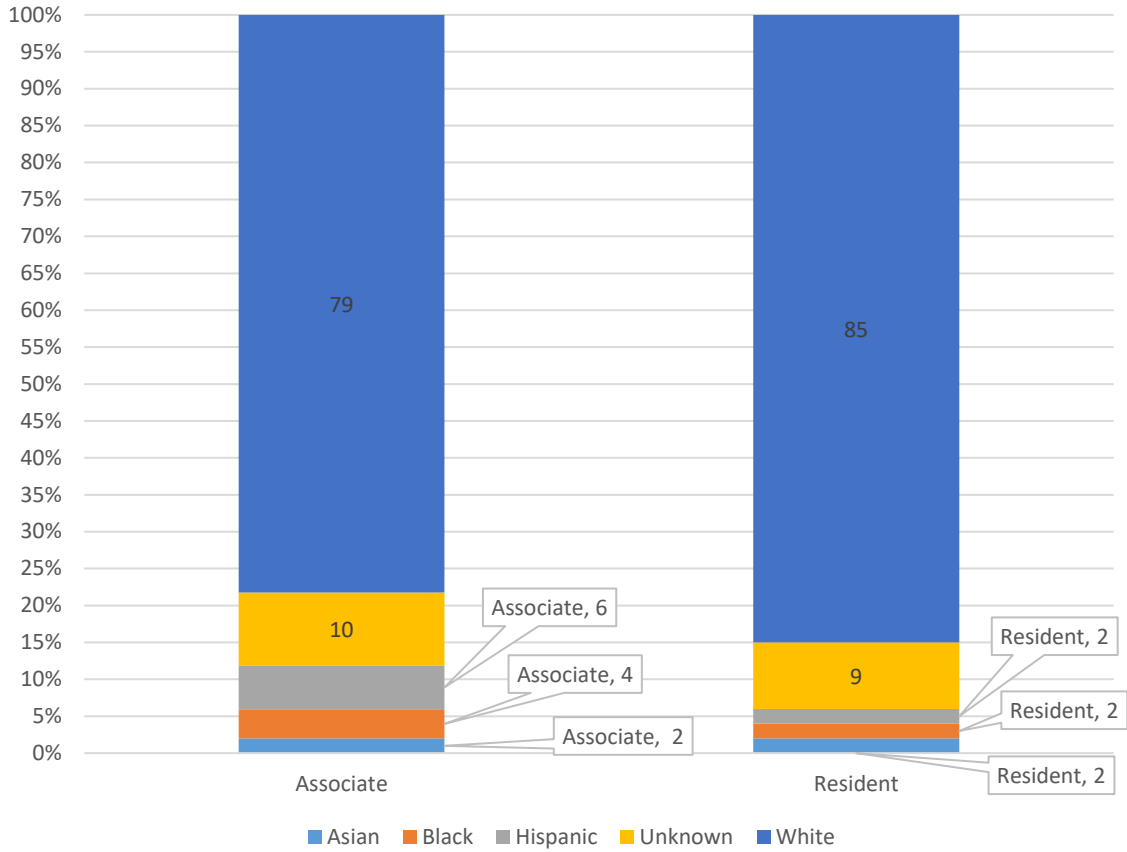
■ Asian ■ Black ■ Hispanic ■ Unknown ■ White

Resident Faculty



■ Asian ■ Black ■ Hispanic ■ Unknown ■ White

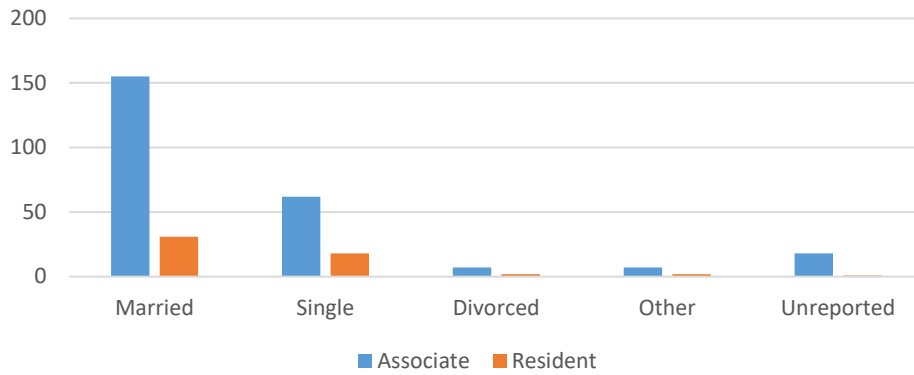
2017-2018 Faculty Ethnic Profile



> Marital Status

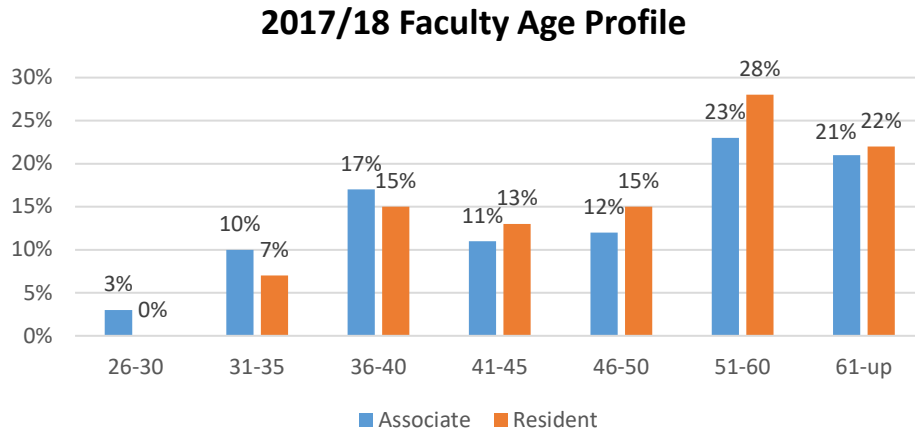
The majority of the resident, as well as associate faculty, are married.

2017/18 Faculty Marital Status



> Age

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



Appendix II

Graduates from New Students of 2012-2017 with Program

Degree	Code	Program	NEW@ 2012	NEW@ 2013	NEW@ 2014	NEW@ 2015	NEW@ 2016	NEW@ 2017
AA	AJSAD	Administration of Justice	7	2	1	4	0	0
	ARTD	Art	1	0	0	0	0	0
	ARTVD	Art, Visual Communications	4	4	6	1	0	0
	BUS	Business Admin	0	0	0	0	0	1
	CHDAD	Chemical Dependency Studies	2	2	2	0	0	0
	EDECD	Education: Emph in Early Childhood	1	1	1	0	0	0
	EDEED	Education-Elem. Education	2	2	1	0	0	0
	EDEMD	Education: Elem/Middle School	4	0	0	0	0	0
	EDSTD	Education: Secondary Teacher Ed	1	0	1	0	0	0
	EEHSD	Elem Ed: Hist/Soc Studies	0	2	0	0	0	0
	ENGD	English	2	3	2	2	1	0
	HISD	History	1	1	0	1	0	0
	LBAD	Liberal Arts	61	55	27	21	4	1
	MATHD	Mathematics	1	1	0	1	0	0
	PSYD	Psychology	1	0	0	0	0	0
	SACD	Substance Abuse Counseling	0	0	2	0	0	0
	SOCD	Social Behavioral Science	23	19	14	3	3	0
Total AA			111	92	57	33	8	2
AAS	ACCD	Accounting	7	7	2	0	0	0
	ACRD	Auto Collision Repair Tech	3	1	1	2	0	0
	ADN	Nursing	40	39	17	22	3	0
	AFND	Accounting and Finance	0	0	0	0	1	0
	ANPD	AcI Nrsng--Paramedics	0	0	0	4	0	0
	ASED	Auto Service Tech	0	2	0	0	0	0
	ASETD	Automotive Service Technology	1	3	3	0	0	0
	BUED	Bus and Entrprnshp	11	5	6	1	0	0
	CGWDD	Cmp Grphcs and Web Dsgn	0	1	1	1	0	0
	CHDSD	Chem. Depend. Studies	4	3	1	0	0	0
	CHSMD	Culinary & Hospitality Mngmnt	5	9	5	2	1	0
	CISAD	CIS Administration	2	5	1	0	1	0
	CSNSD	Cybersecurity and Network Support	0	0	2	1	0	0
	DAED	Dental Hygiene	10	10	5	8	12	0
	ELCD	Electronic Technology	0	1	0	0	0	0
	ELCTD	Electrical Technology	0	1	0	0	0	0
	EMSD	Paramedic Emphasis	1	1	1	0	0	0
	FSCD	Fire Science	3	1	2	0	0	0
	GENT	General Technology	1	0	0	0	0	0
	GNSTD	General Studies	3	1	0	0	0	0
	GSD	General Studies	1	0	0	0	0	0
	HITD	Healthcare Information Tech	0	4	1	0	0	0
	HVRTD	HVAC/Refrigeration Tech	1	2	2	1	0	0
	MASSD	Medical Assisting	9	3	3	1	0	0
	MGTC	General Management	0	0	0	0	0	1
	NSISD	Network Support and Info Security	1	2	1	0	0	0

Degree	Code	Program	NEW@ 2012	NEW@ 2013	NEW@ 2014	NEW@ 2015	NEW@ 2016	NEW@ 2017
	PLGD	Paralegal	3	2	0	1	0	0
	PNRND	Nursing	2	5	5	1	0	0
	PTAD	Phys. Therapist Assist	8	9	6	6	2	0
	RADTD	Radiologic Technology	6	4	1	0	0	0
	SAD	Systems Admin.	1	0	0	0	0	0
	SGTD	Surgical Technology	5	5	4	0	0	0
	SGTPD	Surgical Tech, CST Pathway	0	4	5	1	2	0
	WLDTD	Welding Technology	2	3	0	1	0	0
Total AAS			130	131	75	53	22	1
ABUS	BUSD	Business Admin.	5	6	3	2	1	0
	CISBD	Computer Info Systems	0	0	0	1	0	0
Total ABUS			5	6	3	3	1	0
AGS	ASED	Auto Service Tech	1	0	0	0	0	0
	GSD	General Studies	15	8	8	2	2	0
Total AGS			16	8	8	2	2	0
AS	ADN	Nursing	0	1	0	0	0	0
	CSD	Computer Science	1	4	0	1	1	0
	ENGRD	Engineering	5	2	0	0	0	0
	GLGD	Geology	0	2	0	0	0	0
	SCASD	Science	0	3	2	1	0	0
Total AS			6	12	2	2	1	0
CERT	AGECA	AGEC-A Arts	0	2	0	0	0	0
	ATAC	Advanced Automotive Technology	0	0	1	1	1	0
	ATBC	Basic Automotive Technology	0	1	1	2	1	3
	BKPC	Bookkeeping	9	8	4	2	3	0
	BUEC	Bus and Entrprnshp	6	6	7	1	1	0
	CDPC	Child Dev---Pre-School	0	1	0	0	0	0
	CHSMC	Culinary & Hospitality Mngmnt	6	12	6	2	1	0
	CISPC	Professional Applications	2	2	0	1	0	0
	CSNSC	Cybersecurity and Network Support	1	1	3	2	3	0
	CULBC	Baking and Pastry	6	12	6	2	1	0
	DAECC	Dental Assisting	10	10	12	5	3	3
	ELTR	Electrical Technology	0	1	0	0	0	0
	EMSC	Paramedic	0	15	2	0	2	0
	FDOC	Driver/Operator	3	0	1	0	0	0
	FFC	Fire Fighter	3	1	1	0	0	0
	FOC	Fire Officer	3	0	1	0	0	0
	GMAWC	Gas Metal Arc Welding	7	6	2	1	0	0
	GTAWC	Gas Tungsten Arc Welding	7	6	2	1	0	0
	HVAR	Residential Heat/Vent/AC	22	20	15	8	12	11
	IMEC	Industrial Electrical Maint.	0	1	0	0	0	0
	INSC	Med Asst: Insurance Coding	22	22	8	3	0	0
	LPN	Practical Nursing	0	2	0	0	0	0
	MAPHC	Med Assisting: Phlebotomy	12	15	7	2	1	0
	MASC	Medical Assist. General	2	0	0	0	0	0
	MASSC	Med Assisting: General	5	0	0	0	0	0
	PGDC	Programming & Game Development	0	0	2	1	0	0
	PHLB	Phlebotomy	0	0	0	0	1	0

Degree	Code	Program	NEW@ 2012	NEW@ 2013	NEW@ 2014	NEW@ 2015	NEW@ 2016	NEW@ 2017
	PLGC	Paralegal	2	3	0	0	0	0
	PNC	Practical Nursing	7	8	1	5	0	0
	PNSOC	Practical Nursing Step Out	2	5	6	5	1	0
	REFCC	Commercial Refrigeration	19	17	12	8	11	10
	RESWC	Residential Wiring	0	1	0	0	0	0
	RTMC	Retail Management	3	3	5	1	0	0
	SMAWC	Shielded Metal Arc Welding	8	6	4	1	0	0
	SPVRC	Supervisor	1	0	0	0	0	0
	SYSSC	Systems Support & Security	2	2	2	0	0	0
	TDTC	Truck Driver Training	6	1	0	0	0	0
	WEBC	Comp. Graphics & Web Design	2	2	4	3	0	1
	WLIC	Entry Level Welder	5	3	0	1	0	0
	WLIC	Advanced Welder	2	3	0	1	0	0
Total CERT			120	135	83	42	27	18
COMP	AGECA	AGEC-A Arts	116	99	58	31	9	0
	AGECB	AGEC-B Business	5	6	3	3	1	0
	AGECS	AGEC-S Science	8	11	2	3	1	0
	INSC	Med Asst: Insurance Coding	1	0	0	0	0	0
Total COMP			130	115	63	37	11	0
Total All			342	338	198	124	59	21