SEM DEFINITION

Strategic Enrollment Management (SEM) represents a college wide collaborative effort, guided by the college mission, vision and strategic priorities, to achieve our goals for student recruitment, persistence, transfer and graduation rates at MCC.

SEM GUIDING PRINCIPLES

- Focus on students and community
- Encourage innovation
- Promote cross-divisionality
- Exhibit fiscal responsibility
- Advance long term viability

SEM TASK FORCE CHARGE

1. Develop SEM Goals and identify college benchmarks in coordination with ORP/II
   a. Align SEM plan with existing strategic priorities and goals
   b. Align SEM plan with district wide priorities and goals
   c. Align SEM plan with college budget priorities and Academic master plan
2. Develop SEM system-wide/integrated strategies that factor impact of fiscal resources, technology and human resources for long-term sustainability (i.e., Recruiting and Outreach, Retention, Course Management)
3. Develop SEM process that avoids duplication of resources and work
   a. Align and/or combined SEM committee with existing college committees
   b. Align SEM committee work with district wide initiatives
   c. Align SEM process with college strategic planning schedule
4. Develop SEM informed improvement and institutional effectiveness process to track SEM work, institutional performance for system-wide improvements

SEM IMPLEMENTATION AND OPERATIONS TEAM (SEMIOT) GOALS

- Establish SEM advisory team comprised of community member, student member, District Office and a member from Mesa Public Schools.
- SEM processes and progress are transparent.
- Faculty and staff understand SEM goals and are involved in SEM activities.
- Develop communications for faculty and staff to support their roles in the SEM process linked to college strategic, operational planning.
- Develop methods for all SEM task owners to effectively collaborate and communicate progress and outcomes.
- SEM leverages informed improvement process to track goal progress and remain current.
SEM PLAN STRUCTURE

The SEM Plan contains four broad Goals:

1. The SEM Plan will support the Academic Master Plan (AMP).
2. Outreach, recruitment and marketing efforts support college enrollment and FTSE goals.
3. Meet or exceed college enrollment and FTSE goals by increasing student success, retention, persistence and completion.
4. Increase student satisfaction and engagement across all support services and academic affairs to meet or exceed comparable national cohort scores.

Each SEM Goal is supported by high-level objectives and strategies, and bracketed information after Objectives or Strategies indicates proposed task owners, like [SEM Task Force]. Finally, the end of each Goal section lists Goal Alignments and Connections with district and MCC plans and initiatives, SEM Focus Areas and College Impacts (HR, Fiscal and IT). Currently, all impacts for HR, Fiscal and IT are to be determined, as individual task owners will need to assess these impacts at the Strategy or Objective level.

The five SEM focus areas, illustrated in the graphic below, represent key phases in the student life cycle (Recruitment and Outreach, Matriculation and Enrollment, Academic Progress, Goal Attainment and Post Completion):

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**SEM NEXT STEPS**

This document will be vetted by individuals representing SEM Special Interests Advisory Team: K-12, District Office and the community. Once vetted and altered accordingly, the SEM Taskforce will recommend individuals to form the SEM Implementation and Operations Team (SEMIOT). The SEMIOT will identify more specific task owners for SEM Goals, Objectives and Strategies and work with task owners to develop implementation timelines and success metrics. In addition, SEM will be linked to the department planning process as well as other crucial planning within and throughout the college.
Goal 1: SEM Plan will support the Academic Master Plan (AMP).

Objective 1.1: Ensure SEM Goals, Objectives and Strategies support, align and integrate with AMP.

- **Strategy 1.1**: Create a SEM Implementations and Operations Team (SEMIOT). [SEM Task Force]
- **Strategy 1.2**: Once AMP is complete, create an AMP-SEM working team to integrate and align SEM plan with AMP. [SEMIOT; AMP committee]

Goal 1 Alignments and Connections
- **District Core Planning Areas**: Access to Learning, Pathways to Student Success, Effective Learning and Teaching, Organizational Integrity
- **Other District Initiatives**: NA
- **MCC Strategic Priorities**: Student Success, E-Learning, Workforce Development
- **AMP Learning Priorities**: TBD
- **MCC SEM Focus Area**: All

College Impacts
- **HR Impact**: TBD by task owners
- **Fiscal Impact**: TBD by task owners
- **IT Impact**: TBD by task owners
Goal 2: Outreach, recruitment and marketing efforts support college enrollment and FTSE goals.

Objective 2.1a: Yield 30% conversion rate from admissions to enrollment among key market segments.
[Outreach and Enrollment Development]

Objective 2.1b: Market penetration meets or exceeds NCCCBP median.
[Outreach and Enrollment Development; Institutional Advancement]

Objective 2.1c: Recruitment, outreach and marketing efforts support college enrollment and FTSE goals.
[Outreach and Enrollment Development; VPSA; Institutional Advancement]

Strategy 2.1.1: Align efforts with comprehensive, integrated and measurable marketing, recruitment and outreach plan, as well as district IMOR2 and One Maricopa initiatives.

Strategy 2.1.2: Assess and identify market segments (both local and online) yielding high rate of return (e.g. number enrolled).

Strategy 2.1.3: Identify and pursue market segments that yield students with high levels of enrollment intensity (i.e. populations more likely to attend college full-time).

Strategy 2.1.4: Optimize use of technology and electronic resources in recruitment, outreach and marketing activities.

Strategy 2.1.5: Leverage college programs and services with economic and workforce trends and community engagement.

Strategy 2.1.6: The MCC brand will remain competitive in the face of increased market competition.

Strategy 2.1.7: Recruitment, outreach and marketing support a diverse student body and expand access.

Objective 2.2: Achieve goals for Mesa Counts on College (MCOC) initiative.
[Outreach and Enrollment Development; VPSA]

Strategy 2.2.1: Incorporate objectives and goals from MCOC with SEM plan.

Strategy 2.2.2: Continue partnerships and initiatives established by MCOC now that the grant has terminated.

Strategy 2.2.3: Strengthen partnerships with and outreach to middle and high schools.

Goal 2 Alignments and Connections
District Core Planning Areas: Access to Learning, Pathways to Student Success
Other District Initiatives: IMOR2, One Maricopa
MCC Strategic Priorities: Student Success, E-Learning, Workforce Development
AMP Learning Priorities: TBD
MCC SEM Focus Area: Outreach/Recruitment, Matriculation and Enrollment, Post Completion

College Impacts
HR Impact: TBD by task owners
Fiscal Impact: TBD by task owners
IT Impact: TBD by task owners

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1 College enrollment and FTSE goals to be determined and monitored by college leadership.
2 30% Yield Objective set by Dean Community Outreach and Development
Goal 3: Meet or exceed college enrollment and FTSE goals\(^3\) by increasing student success, retention, persistence and completion.

Objective 3.1: Increase retention, persistence and subsequent college-level success rates among developmental education students; rates will meet or exceed NCCBP median.

**Strategy 3.1.1:** Use informed improvement process to assess indicators of developmental student success and failure and develop a plan to increase developmental student success and persistence (including traditional developmental students as well as ESL students). [Dev. Ed. Committee; FSS; ENG/RDG/MAT Department Chairs; VPAA]

**Strategy 3.1.2:** Provide and support professional development opportunities for faculty to explore best practices regarding pedagogy and student retention and persistence. [Dev. Ed. Committee; ENG/RDG/MAT Department Chairs; VPAA]

**Strategy 3.1.3:** Ensure placement testing accuracy. [Testing Services; Dev. Ed. Committee; ENG/RDG/MAT Department Chairs; VPAA]

**Strategy 3.1.4:** Identify and implement new methods to increase the speed students are able to complete their developmental education sequences. [Dev. Ed. Committee; FSS; ENG/RDG/MAT Department Chairs; VPAA]

**Strategy 3.1.5:** Expand student-to-student and employee-to-student mentoring programs and early alert programs. [Connect 4 Success; FSS; Dean Student Retention]

Objective 3.2: Increase course success and retention rates to meet or exceed NCCBP median.

**Strategy 3.2.1:** Provide and support professional development opportunities for faculty to explore best practices regarding pedagogy and students retention and persistence. [Department Chairs; CTL; Deans of Instruction; VPAA]

**Strategy 3.2.2:** Develop a plan to increase eLearning course success and retention rates to meet or exceed the rates of face-to-face courses. [Dean Innovative Learning; eLearning Committee]

**Strategy 3.2.3:** Increase student awareness and track use of Academic Support Services (e.g. Learning Enhancement Center, Academic Skills Center, Writing Lab, and so on) to increase student success and retention. [Department Chairs; Deans of Instruction; VPAA; Dean Student Retention]

**Strategy 3.2.4:** Using informed improvement process, identify interventions to increase retention and persistence of diverse student groups to increase overall course success. [Department Chairs; Deans of Instruction; VPAA; Dean Student Retention; ORP]

Objective 3.3: Increase student enrollment intensity (i.e. students enrolling in more credit hours), as measured by average credit hours attempted and increases in higher academic loads (e.g. full-time, three-quarter time, half-time).

**Strategy 3.3.1:** Develop and implement robust enrollment counseling process and programming to promote and support increased enrollment intensity, including items such as financial aid literacy, early and continued academic advising (establish individual learning plans early in student career and continuous recommendations for course sequences), career exploration, and so on. [Advising; Financial Aid; Dean Enrollment Services; VPSA]

\(^3\) College enrollment and FTSE goals to be determined and monitored by college leadership.
Strategy 3.3.2: Provide a college-wide advisement model that aligns across divisions, compliments academic instruction and student retention, success and completion. [Advisement; Department Chairs; Dean Enrollment Services; VPSA; VPAA]

Strategy 3.3.3: Increase support for online learners. [Dean Innovative Learning; eLearning Committee]

Strategy 3.3.4: Ensure adequate cross-training and professional development of all student services staff. [Deans of Student Affairs; VPSA]

Strategy 3.3.5 (links to Strategy 3.6.1): Develop a comprehensive recovery program for students who stop-out, drop-out or otherwise fall out of contact before completing (i.e. completed SIF but didn’t enroll or took placement tests but didn’t enroll). [Deans of Student Affairs; VPSA]

Objective 3.4: Implement a comprehensive course management system/office that balances efficient and effective use of college resources and student needs. [Department Chairs; Deans of Instruction; VPAA; VPAS]

Strategy 3.4.1: Course enrollment levels and schedule of classes meets student needs and supports college enrollment and FTSE goals.

Strategy 3.4.2: Leverage Maricopa Priorities to identify and assess programs with low FTSE and high costs.

Strategy 3.4.3: Using historical trends and predicted future demands, departments establish a predictable cycle of course offerings to allow for longer-range academic advising and development of accurate student learning plans.

Objective 3.5: Current and relevant technologies are available to use both in the classroom and in all areas of student support to improve services related to retention and persistence efforts. [Department Chairs; VPAA; Technology Steering Committee; VPIT; SEMIOT]

Strategy 3.5.1: The Technology Steering Committee, directed by the VPIT will complete campus technology audits, surveys and environmental scans to ensure campus strategically uses technology to benefit student retention, persistence and completion.

Strategy 3.5.2: Align SEM objectives and strategies with the IT Strategic Plan.

Objective 3.6a: Increase the number of graduates and awards by 50% (2010 baseline) by year 2020 (aligned with MCCCD goals based on President Obama’s initiative)4.

Objective 3.6b: Meet or exceed NCCBP median for completion and transfer rates.

Strategy 3.6.1 (links to Strategy 3.3.5): Develop a comprehensive recovery program for students who stop-out, drop-out or otherwise fall out of contact before completing (i.e. completed SIF but didn’t enroll or took placement tests but didn’t enroll). [Deans of Student Affairs; VPSA]

Strategy 3.6.2: Match students with engaging programs and career paths by developing individualized learning plans as early in a student’s career as possible. [Advising; Deans of Student Affairs; VPSA]

Strategy 3.6.3: Increase participation in university partnership programs. [Advising; Deans of Student Affairs; VPSA; VPAA]

Strategy 3.6.4 (links to Objective 3.3): Increase student enrollment intensity to decrease time to completion or transfer. [See Strategies under Objective 3.3 for task owners]

Strategy 3.6.5: Develop and maintain a comprehensive SEM Predictive Model. [ORP]

4 See Appendix D for current Objective 3.6a progress.
Objective 3.7: Measure and develop goals for non-standard completions for non-traditional students (e.g. non-award seeking, personal interest, only here for a class, etc). [ORP; Workforce]

Strategy 3.7.1: Define and measure successful completion for students indicating intents other than seeking a degree, certificate or transfer.

Strategy 3.7.2: Identify other indicators of successful completion, such as licensure rates, exam passage rates, job placement rates and attempted vs. earned credit hours.

Goal 3 Alignments and Connections
District Core Planning Areas: Access to Learning, Pathways to Student Success, Effective Learning and Teaching
Other District Initiatives: One Maricopa, SSE, IMOR2, Maricopa Priorities, Completion Agenda, Developmental Education Initiative
MCC Strategic Priorities: Student Success, E-Learning, Workforce Development, Retention
AMP Learning Priorities: TBD
MCC SEM Focus Area: Matriculation and Enrollment, Academic Progress, Goal Attainment, Post-Completion

College Impacts
HR Impact: TBD by task owners
Fiscal Impact: TBD by task owners
IT Impact: TBD by task owners
Goal 4: Increase student satisfaction and engagement across all support services and academic affairs to meet or exceed comparable national cohort scores.

Objective 4.1: Satisfaction and engagement scores on national surveys administered at MCC will meet or exceed comparable national cohorts.

- **Strategy 4.1.1**: Establish customer service expectations utilizing best practices and create a student-first culture. [Deans Students Affairs; VPSA]
- **Strategy 4.1.2**: Encourage professional development opportunities for staff, faculty, and administrators. [HR; All functional units]
- **Strategy 4.1.3**: Continue college-wide use of informed improvement processes to leverage survey data for positive interventions. [All departments]
- **Strategy 4.1.4**: Create a culture of volunteerism and community involvement. [Service Learning, VPSA; VPAA; President’s Office]
- **Strategy 4.1.5 (links to Strategy 3.1.5)**: Increase student-student and employee-student engagement.

Objective 4.2: MCC will have robust student programming options that are both co-curricular and engaging, as measured by increasing satisfaction and engagement scores in the Community College Survey of Student Engagement and the Noel-Levitz Student Satisfaction Inventory.

- **Strategy 4.2.1**: Partnerships between retention/support services and academic departments to create co-curricular programs for students that speak to their areas of study. [Dean Student Retention; VPSA; Department Chairs; VPAA]
- **Strategy 4.2.2**: Partnerships within student affairs departments to support more comprehensive, holistic student programs. [Students Affairs Departments; Deans Student Affairs; VPSA]

**Goal 4 Alignments and Connections**

- **District Core Planning Areas**: Access to Learning, Pathways to Student Success, Effective Learning and Teaching, Organizational Integrity
- **Other District Initiatives**: SSE
- **MCC Strategic Priorities**: Student Success, E-Learning
- **AMP Learning Priorities**: TBD
- **MCC SEM Focus Area**: Matriculation and Enrollment, Academic Progress, Goal Attainment, Post-Completion

**College Impacts**

- **HR Impact**: TBD by task owners
- **Fiscal Impact**: TBD by task owners
- **IT Impact**: TBD by task owners
Appendix A: Glossary of Terms

**Academic Master Plan (AMP)** – Administration and faculty at MCC are currently working on this AMP and is due to be completed by the end of the 2013-2014 school year.

**Access to Learning** – One of four MCCCD Core Planning Areas, defined as: MCCCD provides access to learning opportunities for students and the community.

**Community College Survey of Student Engagement (CCSSE)** – One of four national surveys administered at MCC, measuring student satisfaction and engagement.

**Completion Agenda** - MCCCD is committed to increase the number of students completing associate degrees, certificates, and/or successful transfer to one of Arizona’s public or private universities by 50 percent by the year 2020.

**Developmental Education Initiative** - By leveraging strategies and innovations developed at the colleges, MCCCD will improve developmental education outcomes, close achievement gaps, and address student access to college-level courses and programs of study.

**Effective Learning and Teaching** - One of four MCCCD Core Planning Areas, defined as: MCCCD researches, assesses, and improves student learning and invests in strategies to improve organizational learning and effectiveness.

**eLearning** - MCC eLearning provides courses that use internet technology to enable innovation and quality educational experiences. MCC eLearning represents the college’s dedication to enriching and expanding access to higher education.

**ESL** – English as a Second Language

**Full-time student** – For fall and spring semesters, a student enrolled in 12 or more credit hours.

**Full Time Student Equivalent (FTSE)** – State funding is based on this calculation. Basic Fall and Spring FTSE is total credit hours divided by 15. For fiscal year FTSE totals, Fall and Spring are averaged and FTSE for non-basic classes (e.g. short-term and open-entry) are added.

**Headcount** – The unduplicated number of students enrolled for credit at any given time.

**IMOR2** – The Integrated Marketing, Outreach, Recruitment, and Retention initiative (IMOR2) is responsible for developing an inclusive approach to promoting enrollment and retention through a common communication platform and other strategies. The initiative provides a vision and set of recommendations to guide communication, recruitment, and retention efforts.

**Informed Improvement** - MCC’s Quality Initiative for accreditation that empowers a culture of evidence-based decision-making dedicated to advancing student success.

**Maricopa Priorities** – Starting in FY 2013-14, the Maricopa Community Colleges will begin a process of self-assessment, assessment, and prioritization of all programs and services. This process known as Maricopa Priorities will aid us in collectively realigning resources (funds, people, and space) to help us thrive as an institution.

**MCCCD** – Maricopa County Community College District

**Mesa Counts on College (MCOC)** – An initiative funded by the Bill and Melinda Gates Foundation, to increase post-secondary completion among Mesa’s youth.

**National Community College Benchmark Project (NCCBP)** – A comprehensive national data collection and reporting consortium designed for two-year colleges.

**Noel-Levitz Student Satisfaction Inventory (SSI)** – One of four national surveys administered at MCC, measuring student satisfaction.

**One Maricopa** – A Maricopa Community College District initiative, dedicated to helping students succeed by everyone in the district working together.

**Organizational Integrity** - One of four MCCCD Core Planning Areas, defined as: MCCCD develops and
strengthens policies and practices to guide the effective use of public resources.

**Office of Research and Planning (ORP)** - Supports college decision making through the collection, analysis and dissemination of information.

**Pathways to Student Success** – One of four MCCCD Core Planning Areas, defined as: MCCCD builds educational and career pathways and supports student goal attainment.

**Retention Committee** – An MCC committee that develops strategies to help improve student completion and retention.

**Strategic Enrollment Management (SEM)** - An MCC college-wide collaborative effort, guided by the college mission, vision and strategic priorities, to achieve the goals for student recruitment, persistence, transfer and graduation rates at MCC.

**Seamless Student Experience (SSE)** - The seamless student experience in a district initiative that provides students a single point of access and a uniform process for admissions, registration, financial aid, and related student services across all of MCCCD colleges. SSE will allow students to seamlessly move from one MCCCD college to another without repeating or duplicating the processes to be admitted or to receive financial aid.

**Technology Master Plan (IT)** – The Master Plan for Information Technology

**VMV** – MCC’s Vision, Mission and Values statements.

**VPAA** – Vice President of Academic Affairs

**VPAS** – Vice President of Administrative Services

**VPSA** – Vice President of Student Affairs

**VPIT** – Vice President of Information Technology

**Workforce Development** - Provides leadership for bridging education and workforce needs, customized academic programs and career training services, and solutions for meeting the economic development needs of the region.
## Appendix B: SEM Data Inventory (Possible Metrics)

<table>
<thead>
<tr>
<th>Outreach &amp; Recruitment</th>
<th>Matriculation &amp; Enrollment</th>
<th>Academic Progress</th>
<th>Goal Attainment</th>
<th>Post Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recruitment Yields (HS Feeder Report)</td>
<td>• Student Satisfaction and Perceptions (Surveys)</td>
<td>• Placement testing and enrollment (ORP)</td>
<td>• # graduates (ORP)</td>
<td>• Grad Exit Survey (ORP)</td>
</tr>
<tr>
<td>• Market Penetration (NCCBP)</td>
<td>• Advising track data (Advising)</td>
<td>• Dev. Ed. Success, retention, persistence (ORP/NCCBP)</td>
<td>• # awards (ORP)</td>
<td>• Others TBD</td>
</tr>
<tr>
<td>• Enrollment metrics (ORP) such as:</td>
<td></td>
<td>• College-level success, retention, persistence (ORP/NCCBP)</td>
<td>• Graduation rates (ORP, NCCBP)</td>
<td></td>
</tr>
<tr>
<td>• Overall enrollment</td>
<td></td>
<td>• Faculty-Stu ratio (ORP/NCCBP)</td>
<td>• Transfer rates (ORP, NCCBP)</td>
<td></td>
</tr>
<tr>
<td>• Target group enrollment</td>
<td></td>
<td>• Residential-Adjunct ratio (ORP)</td>
<td>• Transfer success (ORP, NCCBP)</td>
<td></td>
</tr>
<tr>
<td>• New student enrollment/FTSE</td>
<td></td>
<td>• Enrollment Intensity measures (ORP)</td>
<td>• CTE licensure/exam pass rates (Workforce, ORP)</td>
<td></td>
</tr>
<tr>
<td>• Overall FTSE</td>
<td></td>
<td>• Student Satisfaction and Engagement Scores (Surveys)</td>
<td>• Grad exit survey items (ORP)</td>
<td></td>
</tr>
<tr>
<td>• Enrollment maps gain/loss by zip</td>
<td></td>
<td>• others TBD</td>
<td>• Other measures of goal attainment</td>
<td></td>
</tr>
<tr>
<td>• Others TBD</td>
<td></td>
<td></td>
<td>need development (ORP)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: MCC Headcount and FTSE Historical Trends, Fall 45th Day

MCC Fall 45th Day FTSE Trend

![MCC Fall 45th Day FTSE Trend Graph]

MCC Fall 45th Day Headcount Trend

![MCC Fall 45th Day Headcount Trend Graph]

MCC Fiscal Year FTSE Trend

![MCC Fiscal Year FTSE Trend Graph]

MCC Fiscal Year Headcount Trend

![MCC Fiscal Year Headcount Trend Graph]

*Average of Fall and Spring 45th Day FTSE.

Source: MCCCD Office of Institutional Effectiveness, Maricopa Trends
Appendix D: MCC Mission 2020 Completion Goals

In Fall 2010, as a response to President Obama's call to increase college completion by 50% in 2020, MCC developed 3, 5, and 10-year goals to increase the number of awards the college confers. Later, the district office released similar goals based on increasing the number of unique graduates district wide by 50% in 2020. The tables below examine both sets of goals.

Progress toward MCC goals: Compared to the baseline of FY 2009-10, MCC gradated 29% more students and conferred 34% more awards in FY 2012-13. The 3-year increase in certificate awards outpaced the increase in the number of associate degrees conferred, 51% to 20%. MCC has met its 3-year goals for overall degree awards, overall certificate awards and overall total awards conferred. In fact, MCC has already surpassed its 2020 goal for certificate conferrals, with a 51% increase in 3 years.

### 2020 Goals by Number of Awards Conferred

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Degree Title</th>
<th>FY 2009-10</th>
<th>FY 2012-13</th>
<th>3 yr. Goal Met?</th>
<th>MCC Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Actual</td>
<td>Actual</td>
<td>Degrees +20% Certs. +30%</td>
<td>Degrees +30% Certs. +40%</td>
</tr>
<tr>
<td>AA</td>
<td>Associate in Arts</td>
<td>803</td>
<td>1,026</td>
<td>YES</td>
<td>964</td>
</tr>
<tr>
<td>AAS</td>
<td>Associate in Applied Science</td>
<td>602</td>
<td>624</td>
<td>NO</td>
<td>722</td>
</tr>
<tr>
<td>AB</td>
<td>Associate in Business</td>
<td>66</td>
<td>123</td>
<td>YES</td>
<td>79</td>
</tr>
<tr>
<td>AGS</td>
<td>Associate in General Studies</td>
<td>199</td>
<td>157</td>
<td>NO</td>
<td>239</td>
</tr>
<tr>
<td>AS</td>
<td>Associate in Science</td>
<td>87</td>
<td>170</td>
<td>YES</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>All Degree Awards</td>
<td>1,757</td>
<td>2,100</td>
<td>YES</td>
<td>2,108</td>
</tr>
<tr>
<td>AC</td>
<td>Academic Certificate</td>
<td>5</td>
<td>8</td>
<td>YES</td>
<td>7</td>
</tr>
<tr>
<td>AGEC</td>
<td>Arizona General Education Curriculum</td>
<td>1,023</td>
<td>1,347</td>
<td>YES</td>
<td>1,330</td>
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<tr>
<td>CCL</td>
<td>Certificate of Completion</td>
<td>391</td>
<td>791</td>
<td>YES</td>
<td>508</td>
</tr>
<tr>
<td></td>
<td>All Certificate Awards</td>
<td>1,419</td>
<td>2,146</td>
<td>YES</td>
<td>1,845</td>
</tr>
<tr>
<td></td>
<td>Total Number of Awards</td>
<td>3,176</td>
<td>4,246</td>
<td>YES</td>
<td>3,953</td>
</tr>
</tbody>
</table>

Progress toward district goals: As shown on Table 2 on the next page, MCC already exceeds the 5-year FY 2014-15 district goal of 2,125 with 2,449 distinct graduates in FY 2012-13. Since FY 2009-10, MCC has increased its number of graduates by 29% and is more than halfway to achieving the district goal of 50% more graduates by 2020. However, the overall share of those students receiving an associate degree has fallen farther, to 77%, which is below the district goal of at least 81%. This is because increases in certificate awards are outpacing increases in degree awards.

### 2020 Goals by Number of Students Receiving Awards

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Degree Title</th>
<th>FY 2009-10</th>
<th>FY 2012-13</th>
<th>3 yr. Goal Met?</th>
<th>MCC Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Actual #</td>
<td>Actual #</td>
<td>Degrees +20% Certs. +30%</td>
<td>Degrees +30% Certs. +40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students</td>
<td>Students</td>
<td>YES</td>
<td>2,125</td>
</tr>
<tr>
<td></td>
<td>Total Unique Graduate Count</td>
<td>1,894</td>
<td>2,449</td>
<td>YES</td>
<td>1,717</td>
</tr>
<tr>
<td></td>
<td>% Receiving Associate Degree</td>
<td>84%</td>
<td>77%</td>
<td>NO</td>
<td>81%</td>
</tr>
</tbody>
</table>

Notes: Due to the discontinuation of the Summer II term, FY degree and certificate reporting will be determined based on Award Conferral Date instead of Term Completed. This allows the Summer term to be separated by fiscal year. Also, the ATP degree is no longer offered; the 14 ATP awards from the baseline year were added to the AAS total for the baseline year and AAS goals were adjusted accordingly.