Minutes of the Education Achievement Council Meeting

April 28, 2016

BE IT REMEMBERED, that the Education Achievement Council (EAC) met in the Mississippi Institutions of Higher Learning Board Room in Jackson, Mississippi at 2:00 p.m. on April 28, 2016.

Council Members Present:

Mr. Milton Anderson, President, Mississippi Association of Proprietary Schools
Dr. Kim Benton, representing Dr. Carey Wright, State Superintendent, Mississippi Department of Education
Dr. Jim Borsig, President, Mississippi University for Women
Dr. Thomas Burke, representing Dr. Rodney Bennett, President, University of Southern Mississippi
Mr. Lee Bush, Chair, Mississippi Community College Board, via teleconference
Dr. Harold Fisher, Executive Director, Mississippi Association of Independent Colleges and Universities
Ms. Kim Gallaspy representing Dr. Glenn Boyce, Commissioner, Institutions of Higher Learning
Dr. Jim Haffey, President, Holmes Community College
Dr. Andrea Mayfield, Executive Director, Mississippi Community College Board
Chairman Nolan Mettetal, Chairman, House of Representatives Universities and Colleges Committee
Mr. C.D. Smith, Trustee, Institutions of Higher Learning, via teleconference
Dr. Jesse Smith, President, Jones County Junior College

Council Members Absent:

Dr. William Bynum, President, Mississippi Valley State University, via teleconference
Chairman Eugene Clarke, Chairman, Senate Appropriations Committee
Mr. Chip Crane, Board Member, Mississippi Community College Board
Mr. Tom Duff, Trustee, Institutions of Higher Learning
Mr. Michael Jordan, Director, Division of Professional Development Mississippi Department of Mental Health
Dr. John Kelley, Chairman, Mississippi Board of Education
Dr. Laurie Smith, Education Policy Advisor, Office of Governor Phil Bryant
Dr. Billy Stewart, President, East Central Community College
Chairman Gray Tollison, Chairman, Senate Education Committee
Mr. Blake Wilson, President and CEO, Mississippi Economic Council

Others Present:

Mr. Eric Atchison, Director of System Analysis and Research, Institutions of Higher Learning
Ms. Caron Blanton, Director of Communications, Institutions of Higher Learning
Dr. David Brooking, Director of Student Success Center, Mississippi University for Women
Ms. Menia Dykes, Director of Accreditation, Institutions of Higher Learning
Mr. Raul Fletes, Assistant Executive Director for Research and Effectiveness, Mississippi Community College Board

Dr. Charlie Garretson, Vice President of Advancement, Jones County Junior College
Ms. Lori Genous, Graduate Student, University of Mississippi
Dr. Phillis George, Assistant Professor, University of Mississippi
Ms. Deborah Gilbert, Deputy Executive Director for Finance and Administration, Mississippi Community College Board
Ms. Meg Harris, Assistant Director, Office of Student Financial Aid
Ms. Ercilla Hendrix, Economic Planner, University Research Center
Mr. Corey Hicks, Loan Repayment Specialist, Office of Student Financial Aid
Dr. Jim Hood, Assistant Commissioner for Strategic Research, Institutions of Higher Learning
Ms. Jane Hulon, Copiah-Lincoln Community College
Dr. Audra Kimble, Associate Executive Director for Academic and Student Affairs, Mississippi Community College Board
Dr. Evelyn Leggett, Provost and Vice President for Academic Affairs, Jackson State University
Dr. Jean Massey, Associate Superintendent, Mississippi Department of Education
Ms. Barbara McAlpin, Program Administrator, Office of Student Financial Aid
Ms. Elizabeth Mitchell, Graduate Student, University of Mississippi
Ms. Heather Morrison, P-20 Projects Coordinator, Institutions of Higher Learning
Ms. Corianna Newsom, Graduate Student, University of Mississippi
Dr. Sarah Pingel, Policy Analyst, Education Commission of the States
Ms. Jennifer Rogers, Director, Office of Student Financial Aid
Ms. Ashley Smith, Graduate Student, University of Mississippi
Mr. Kell Smith, Communications Director, Mississippi Community College Board
Dr. Casey Turnage, Director of P-20 Initiatives and Enrollment Management, Institutions of Higher Learning
Ms. Kim Verneuille, Director of Proprietary Schools, Mississippi Community College Board
Dr. Jim Walley, Vice President for External Affairs, Jones County Junior College
Mr. Pete Walley, Director of Economic Planning Bureau, University Research Center

I. Welcome

Dr. Jesse Smith welcomed members and guests.

II. Approval of Minutes

Dr. Jim Borsig presented the minutes for approval. Dr. Harold Fisher moved approval of the minutes. Dr. Andrea Mayfield seconded the motion. The minutes were approved as presented.

III. Presentation on Redesigning State Aid

Dr. Sarah Pingel, Policy Analyst for the Education Commission of the States, presented Education Commission of the States research on the Principles to Guide State Aid Policymaking and recommendations related to student financial aid in Mississippi. A copy of the PowerPoint presentation is attached at the end of these minutes.

IV. Adoption of Community College Report Cards

Dr. Mayfield presented the 2014 Community College Report Cards for adoption. Dr. Mayfield explained the process for collecting data for the report cards is being streamlined. In addition, some changes will be made to align performance measures with new initiatives. A new timeline is being established to keep the report cards on schedule for adoption by the EAC.

Dr. Haffey moved to adopt the report cards. Dr. Borsig seconded the motion. The motion carried. A copy of the 2014 Community College Report Cards is attached to these minutes.

V. Presentation on Proprietary Schools Data

Mr. Milton Anderson and Ms. Kim Verneuille presented data on the enrollment and number of graduates by institution for Accredited Title IV and Non-Accredited Institutions registered with the Commission on Proprietary Schools and College Registration.

The summary showed that Accredited Title IV Institutions awarded 2,171 diplomas, certificates and degrees in Mississippi in FY 2015. Non-Accredited Institutions awarded 3,624 diplomas, certificates and degrees in Mississippi in FY 2015.

Dr. Borsig moved that the Council accept this data for inclusion in the outcomes for Mississippi as presented. Dr. Mayfield seconded the motion. The motion carried. A copy of the summary is attached to these minutes.

VI. Discussion of Report Cards

Dr. Borsig noted that when the report cards were first developed, there was little data available about outcomes in Mississippi. Now, the Student Achievement Measure and performance measures are available to evaluate progress on educational attainment. Dr. Borsig recommended that the report cards be evaluated to slim down the reporting requirements and take advantage of existing reporting for performance measures and Student Achievement Measure (SAM).

Dr. Mayfield added that performance measures need to be aligned with performance metrics and other reporting requirements.

Dr. Borsig shared that Dr. Maurice Eftink, Associate Provost Emeritus at the University of Mississippi, is serving as the Mississippi representative on the committee reviewing the SACS Principles of Accreditation. The committee will likely add a college completion measure to the Principles of Accreditation using National Student Clearinghouse and SAM data rather than IPEDS data. Dr. Eftink will be invited to give an update at the August EAC meeting.

The Council reached consensus on working to refine the report cards to align with other performance measures and new programs. A working group will be assembled to bring a report to the August meeting.

VII. Report from Dual Enrollment Task Force

Dr. Borsig reported that the task force participated in two webinars. Representatives from MDE, MCCB and IHL are participating. Education Commission of the States staff facilitated one day-long meeting. There is an upcoming webinar on the financial side of the dual enrollment issue. Dr. Borsig said the staff

work has been outstanding in connecting the task force to national resources. Recommendations are expected later this fall.

VIII. 2016 Meeting Dates

August 25
October 27

All meetings will begin at 11:00 a.m. in the IHL Board Room

IX. Other Business

X. Adjourn

There being no further business, the meeting was adjourned.

EDUCATION COMMISSION OF THE STATES
Your education policy team.

STATE FINANCIAL AID REDESIGN

Opportunities for Mississippi

SARAH PINGEL, ED.D.

Mississippi Education Achievement Council Meeting

April 28, 2016

Presentation Roadmap

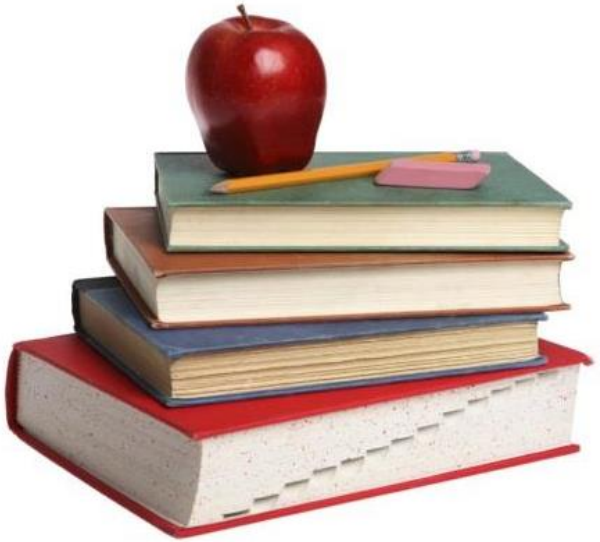
- About ECS
- The Need for State Financial Aid Redesign
- Opportunities for Mississippi
- Reflections and Questions

Who we are

The **essential**, **indispensable** member of any team addressing education policy.

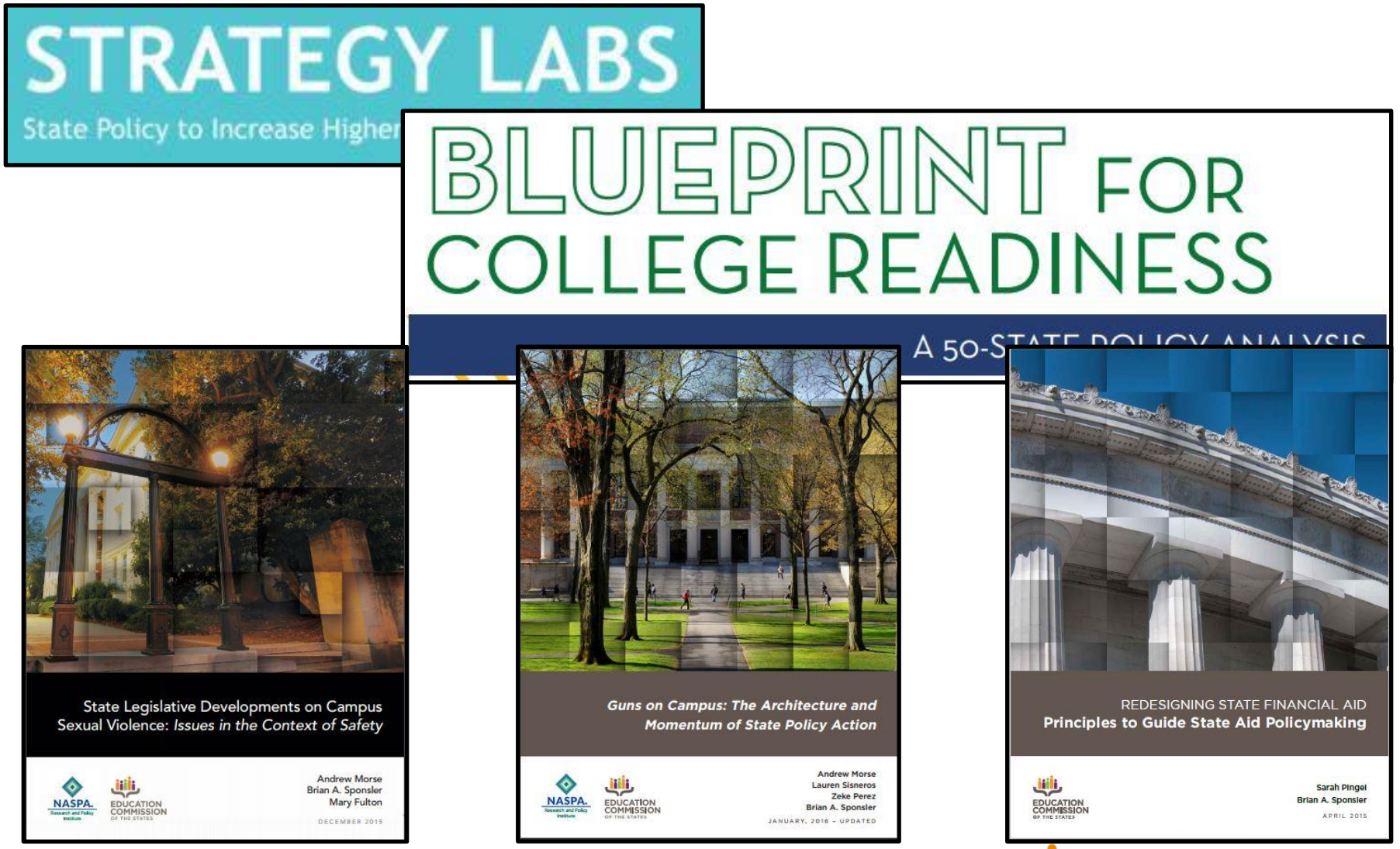
What we do

We believe in the power of **learning from experience** and we know informed policymakers create **better education policy**.



How we do it

About the Postsecondary Institute

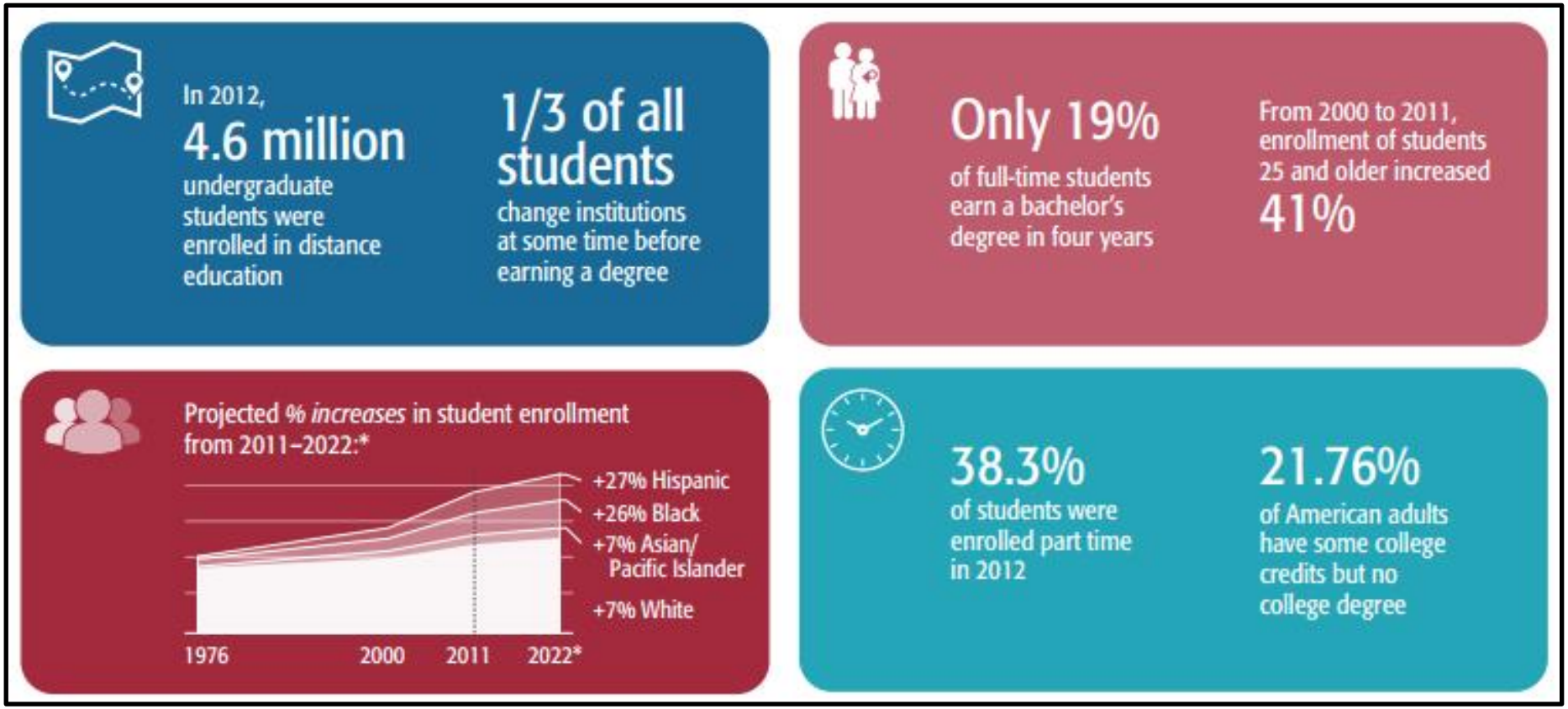


EDUCATION COMMISSION OF THE STATES
Your education policy team.

State Financial Aid Support Matters

IN 2014, TOTAL STATE AID EXPENDITURES REACHED NEARLY $11.7 BILLION AND SUPPORTED 4.4 MILLION STUDENTS.

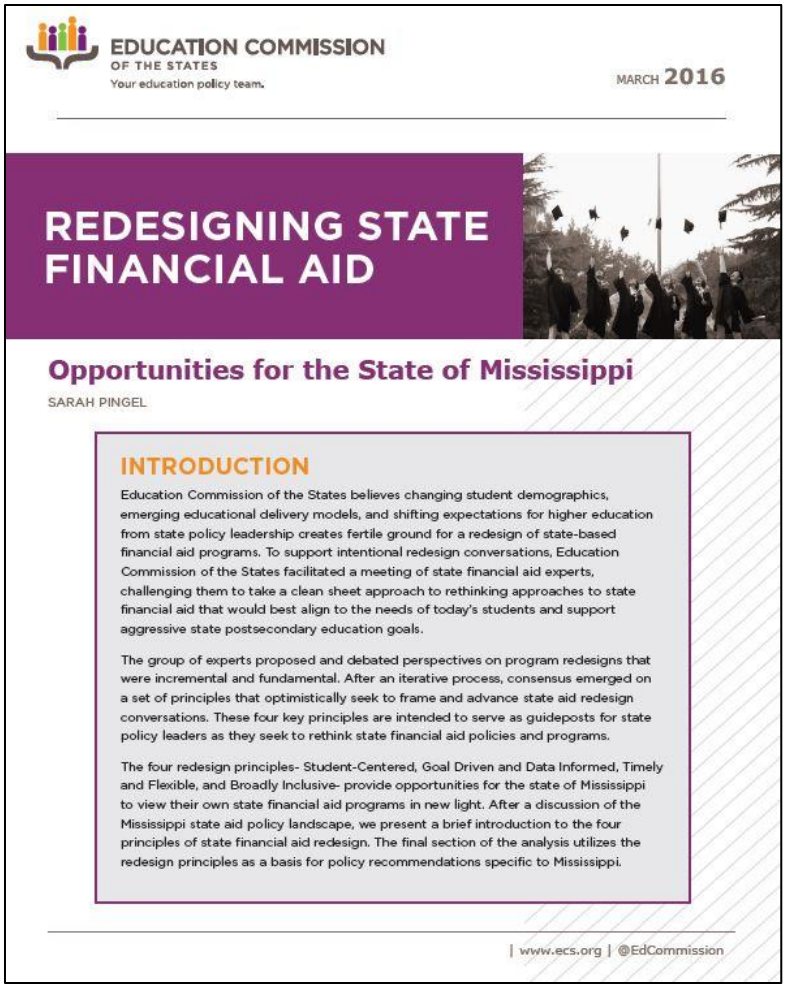
State Financial Aid: The Need for Change



Four Principles of State Financial Aid Redesign

- Student-Centered
- Goal-Driven, Data Informed
- Timely and Flexible
- Broadly Inclusive

Applications for Mississippi



EDUCATION COMMISSION
OF THE STATES
Your education policy team.

MARCH 2016

REDESIGNING STATE FINANCIAL AID

Opportunities for the State of Mississippi

SARAH PINGEL

INTRODUCTION

Education Commission of the States believes changing student demographics, emerging educational delivery models, and shifting expectations for higher education from state policy leadership creates fertile ground for a redesign of state-based financial aid programs. To support intentional redesign conversations, Education Commission of the States facilitated a meeting of state financial aid experts, challenging them to take a clean sheet approach to rethinking approaches to state financial aid that would best align to the needs of today's students and support aggressive state postsecondary education goals.

The group of experts proposed and debated perspectives on program redesigns that were incremental and fundamental. After an iterative process, consensus emerged on a set of principles that optimistically seek to frame and advance state aid redesign conversations. These four key principles are intended to serve as guideposts for state policy leaders as they seek to rethink state financial aid policies and programs.

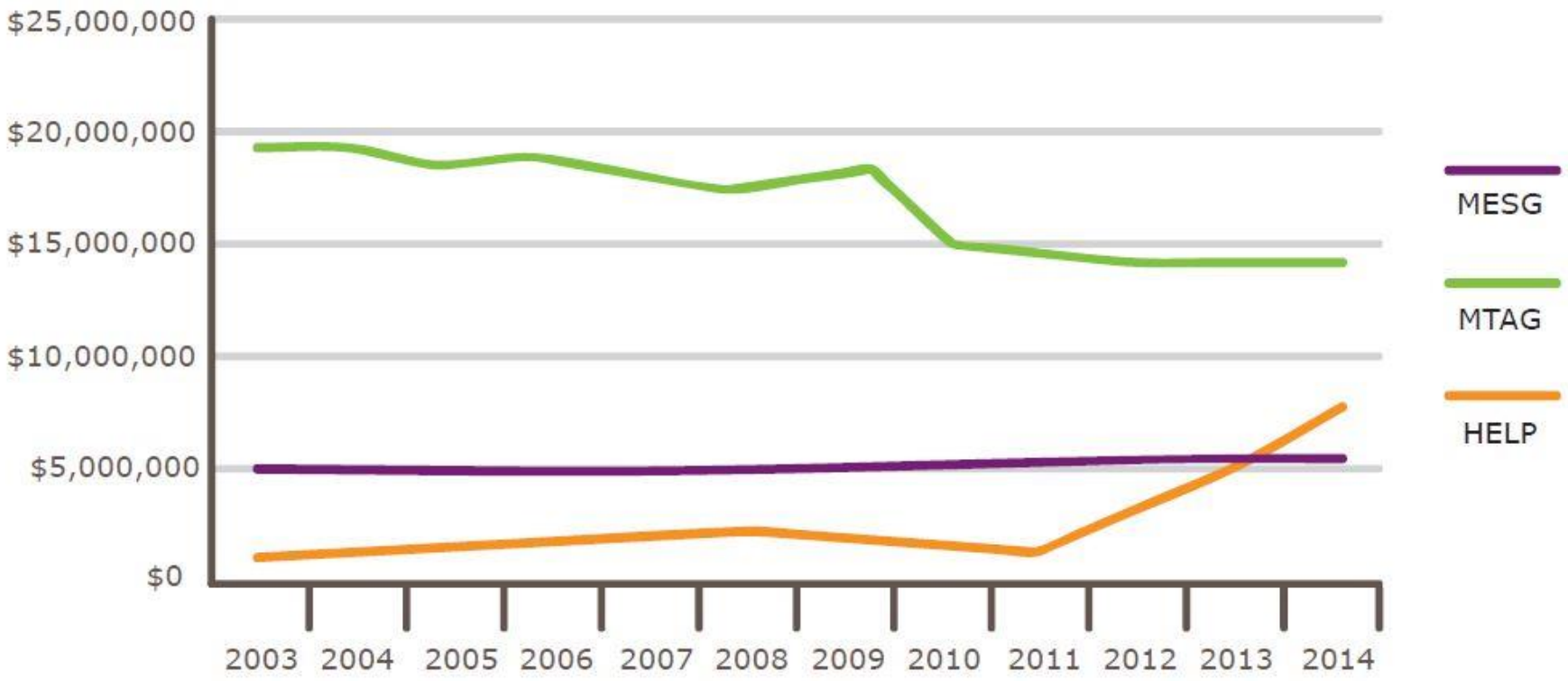
The four redesign principles- Student-Centered, Goal Driven and Data Informed, Timely and Flexible, and Broadly Inclusive- provide opportunities for the state of Mississippi to view their own state financial aid programs in new light. After a discussion of the Mississippi state aid policy landscape, we present a brief introduction to the four principles of state financial aid redesign. The final section of the analysis utilizes the redesign principles as a basis for policy recommendations specific to Mississippi.

| www.ecs.org | @EdCommission

3 Main Programs in Mississippi

PROGRAM NAME	MINIMUM ACT SCORE	MINIMUM HIGH SCHOOL GPA	FINANCIAL NEED REQUIREMENT	ENROLLMENT REQUIREMENT	AWARD AMOUNT
Mississippi Eminent Scholars Grant (MESG)	29	3.5	None	Full-time	$2,500 per year
Mississippi Resident Tuition Assistance Grant (MTAG)	15	2.5	None; excludes students with full Pell Grants	Full-time	$500 per year for first two years, $1,000 per year for third and fourth years
Higher Education Legislative Plan Grant (HELP)	20	2.5	Family income less than $39,500 for 2015-2016, or up to $42,500 for 2016-2017, plus $5,000 for each additional dependent	Full-time	Required tuition and fees in a public institution, or equivalent in a private non-profit institution

Annual Expenditures, 2003-2014



Source: NASSGAP, presented in 2014 constant dollars

EDUCATION COMMISSION
OF THE STATES
Your education policy team.

Applications for Mississippi

- **Student-Centered**
  - Align to needs of low-income students
- **Goal-Driven, Data Informed**
  - Uniting programs under one goal
- **Timely and Flexible**
  - Rethinking role of deadlines
- **Broadly Inclusive**
  - Prime pace of aid to pace of degree completion

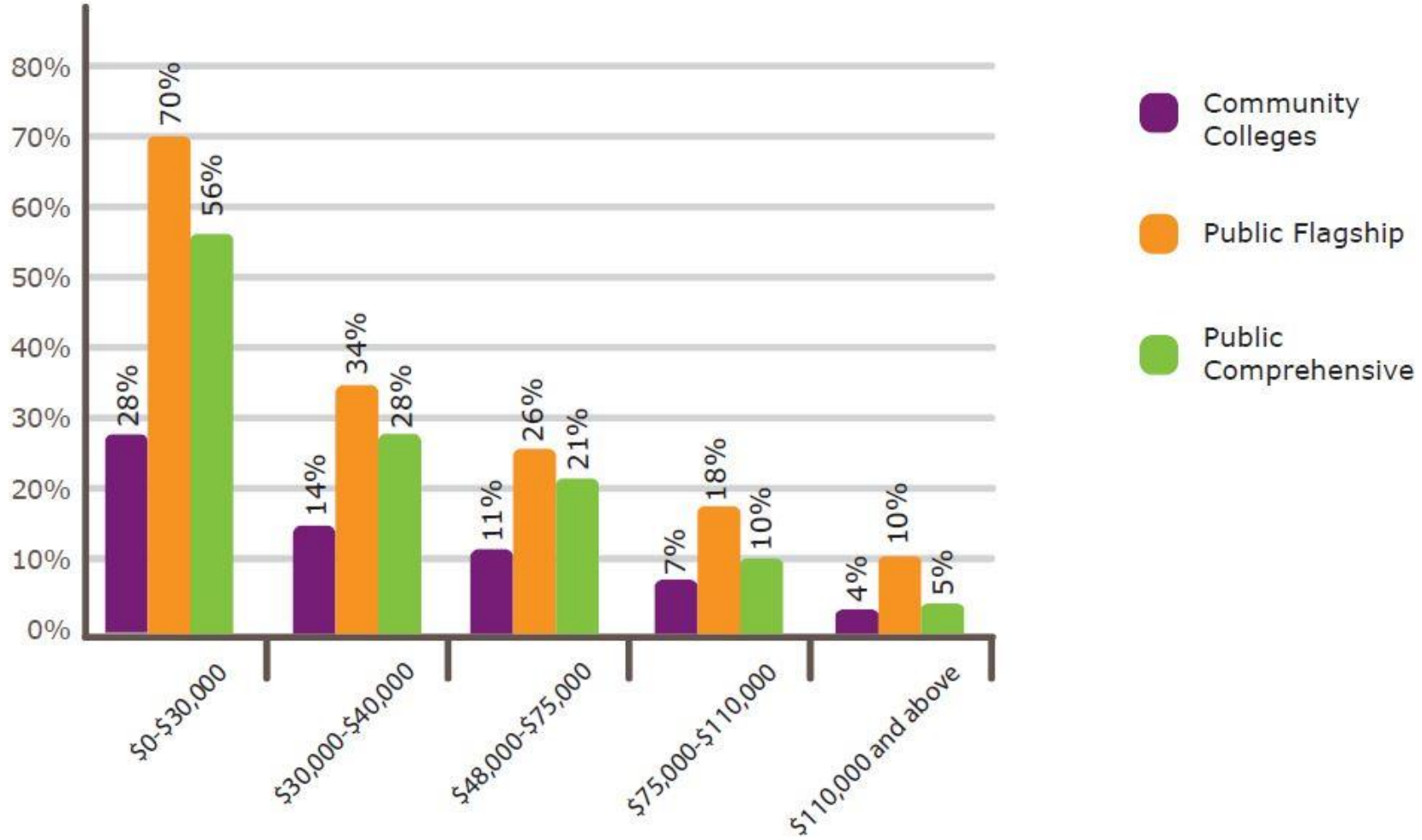
Student-Centered

Percentage of 18-24 year olds not enrolled in college in Mississippi, by income quintile

Source: U.S. Census Bureau, 2011-2013 American Community Survey, Three-Year Public Use Microdata Sample

Student-Centered

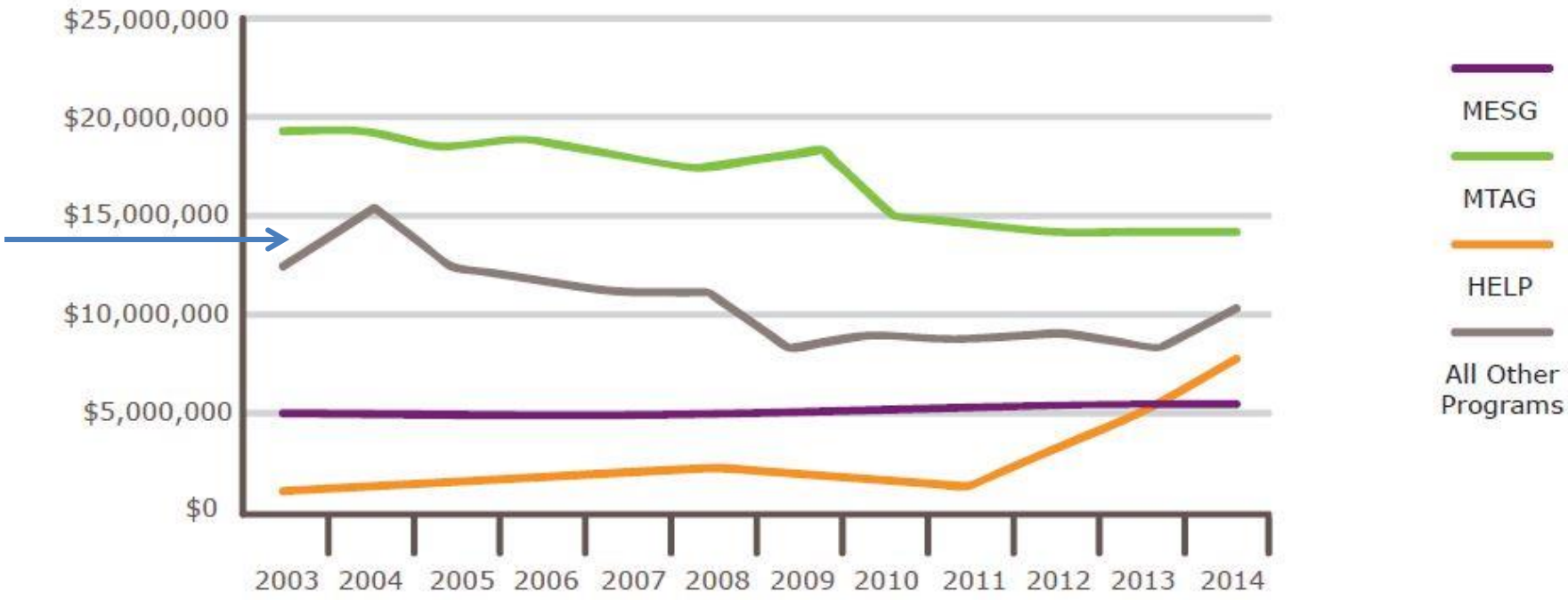
Percentage of Average Income Needed to Meet Net College Price in Mississippi



Source: Affordability of Public Higher Education in SREB States

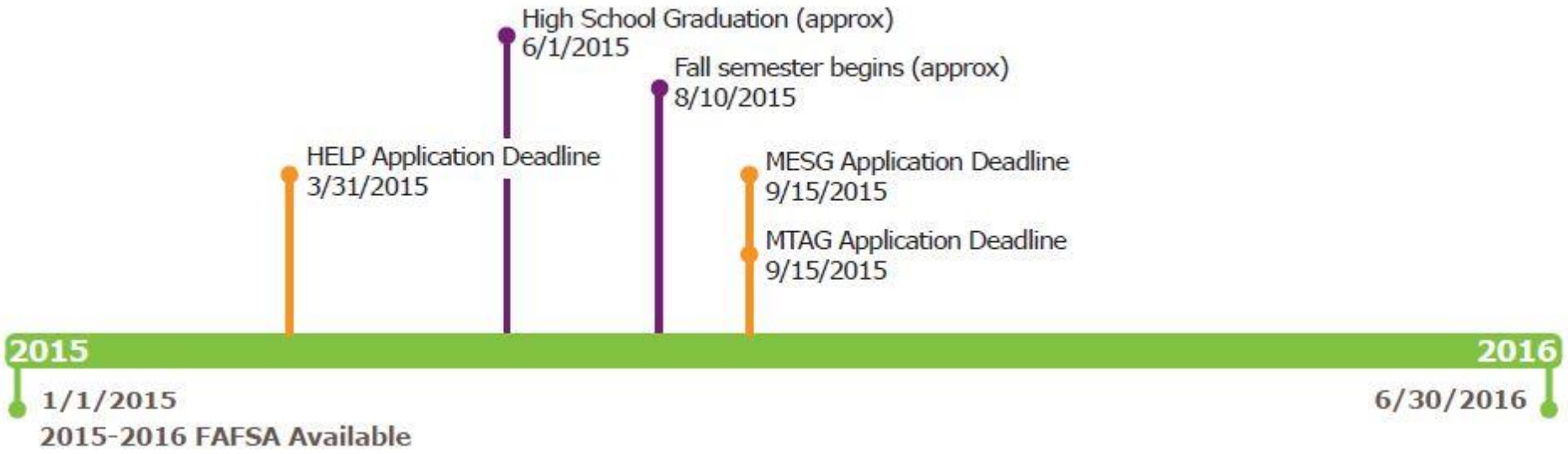
Goal-Driven, Data Informed

Annual Expenditures, 2003-2014



Source: NASSGAP. Note: All dollar figures are inflation-adjusted using the CPI-U.

Timely and Flexible



Broadly Inclusive

- 6 in 10 postsecondary students enrolled part-time in the fall of 2013
- Less than 1/3 of the 100 largest state financial aid programs require full-time enrollment

Summary of Recommendations

- **Student-Centered**
  - Align to needs of low-income students
- **Goal-Driven, Data Informed**
  - Uniting programs under one goal
- **Timely and Flexible**
  - Rethinking role of deadlines
- **Broadly Inclusive**
  - Prime pace of aid to pace of degree completion

Questions?

Sarah Pingel, Ed.D.

spingel@ecs.org

303-299-3695

@sarah_pingel

EDUCATION COMMISSION
OF THE STATES
Your education policy team.

MARCH 2016

REDESIGNING STATE FINANCIAL AID

Opportunities for the State of Mississippi

SARAH PINGEL

INTRODUCTION

Education Commission of the States believes changing student demographics, emerging educational delivery models, and shifting expectations for higher education from state policy leadership creates fertile ground for a redesign of state-based financial aid programs. To support intentional redesign conversations, Education Commission of the States facilitated a meeting of state financial aid experts, challenging them to take a clean sheet approach to rethinking approaches to state financial aid that would best align to the needs of today's students and support aggressive state postsecondary education goals.

The group of experts proposed and debated perspectives on program redesigns that were incremental and fundamental. After an iterative process, consensus emerged on a set of principles that optimistically seek to frame and advance state aid redesign conversations. These four key principles are intended to serve as guideposts for state policy leaders as they seek to rethink state financial aid policies and programs.

The four redesign principles- Student-Centered, Goal Driven and Data Informed, Timely and Flexible, and Broadly Inclusive- provide opportunities for the state of Mississippi to view their own state financial aid programs in new light. After a discussion of the Mississippi state aid policy landscape, we present a brief introduction to the four principles of state financial aid redesign. The final section of the analysis utilizes the redesign principles as a basis for policy recommendations specific to Mississippi.

MISSISSIPPI STATE AID POLICY LANDSCAPE

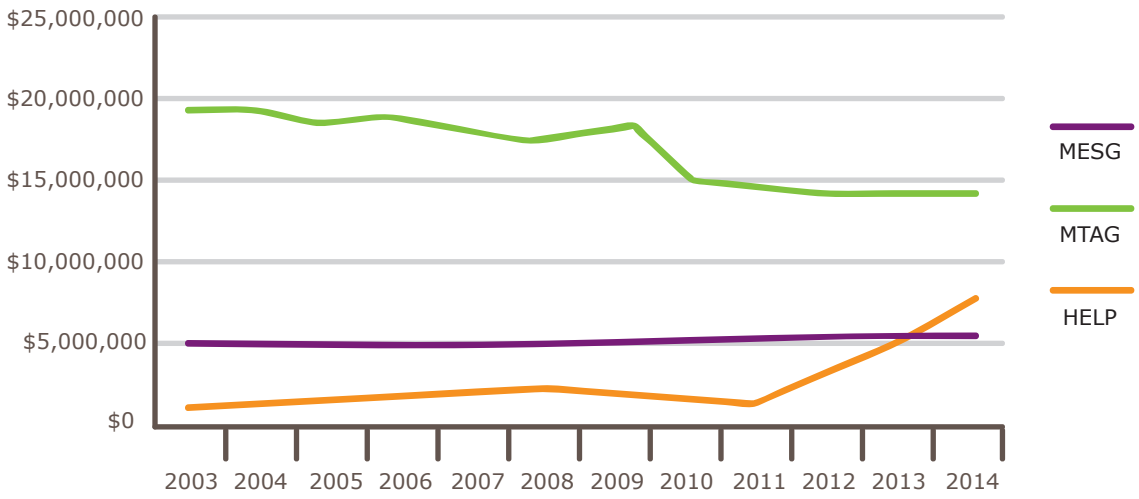
Across the country, state-funded financial aid programs are designed to support college-going for a variety of targeted student populations. The state of Mississippi currently operates a total of 26 such programs, with three in particular serving students matriculating directly from high school: the Mississippi Eminent Scholars Grant (MESG), the Higher Education Legislative Plan Grant (HELP), and the Mississippi Resident Tuition Assistance Grant (MTAG). Each of these programs has a distinct focus; while all three incorporate academic merit criteria, the specific merit requirements vary. Unlike MESG and MTAG, the HELP program adds a financial need eligibility requirement. Table 1 provides a summary of the main eligibility criteria for students in each of these programs.

TABLE 1: Summary of Eligibility Requirements for MESG, HELP, and MTAG

PROGRAM NAME	MINIMUM ACT SCORE	MINIMUM HIGH SCHOOL GPA	FINANCIAL NEED REQUIREMENT	ENROLLMENT REQUIREMENT	AWARD AMOUNT
Mississippi Eminent Scholars Grant (MESG)	29	3.5	None	Full-time	$2,500 per year
Mississippi Resident Tuition Assistance Grant (MTAG)	15	2.5	None; excludes students with full Pell Grants	Full-time	$500 per year for first two years, $1,000 per year for third and fourth years
Higher Education Legislative Plan Grant (HELP)	20	2.5	Family income less than $39,500 for 2015-2016, or up to $42,500 for 2016-2017, plus $5,000 for each additional dependent	Full-time	Required tuition and fees in a public institution, or equivalent in a private non-profit institution

Over time, the number of eligible students and allocation of expenditures in each of these three programs has shifted. While MTAG remains the largest program in the state by expenditure and recipient count, the gap between MTAG and the other two major programs is narrowing. Notably, HELP has recently eclipsed MESG in terms of total expenditures and number of students served. Figures 1 and 2 display these changes from 2003-2014.

FIGURE 1: Annual Expenditures in MESG, MTAG, and HELP from 2003-2013



Source: National Association of State Student Grant and Aid Programs (NASSGAP). Figures presented in constant 2014 dollars.

FIGURE 2: Recipient Counts in MESG, MTAG, and HELP from 2003-2013

Source: NASSGAP. Note: These counts represent the count of unique students receiving awards each year, not a full-time equivalent student count.

This brief overview of MESG, MTAG, and HELP illustrates that the need-based HELP program is growing quickly, while MESG and MTAG are declining in size or remaining relatively steady. As the share of state financial aid expenditures and recipients served in each of these programs shifts, the state is faced with the opportunity to revisit their intent and overall coordination. To support states through the process of redesigning their state financial aid programs, Education Commission of the States tasked a group of state financial aid experts with crafting a new approach to aid. This group proposed four redesign principles intended to help states rethink program design that is aligned to student and state needs. These principles are explained in further detail, followed by an application of the four principles to the current state aid policy environment in Mississippi.

FOUR PRINCIPLES OF STATE FINANCIAL AID REDESIGN

Principle 1: Financial aid programs should be student centered.

Aid programs designed around students and their needs set students up for successful outcomes.

State financial aid is a benefit to students first, and is not purely a conduit for institutional support. Student-centered financial aid programs define students as the primary beneficiaries of aid programs, and, in the process, utilize dollars to support student access and success.

Placing students at the center of financial aid policy development requires that states review how students access the benefits of state aid programs. This has specific implications for how funding flows from the state to institutions, as well as student application and awarding processes.

Principle 2: Financial aid programs should be goal driven and data informed.

Aid programs should have a clearly defined and easily understood intent aligned with measurable state education and workforce goals.

Goal setting and effective use of data to monitor progress toward stated goals is an integral principle of state financial aid reform. Goals for state financial aid programs are intended to inform the direction of statewide aid policy development, adoption and change. A clear state goal creates common ground and presents an opportunity for state leaders to set the stage for institutional and student actions.

Setting a goal for what state aid programs are meant to achieve- whether that is enhancing access to higher education, promoting affordability, or incenting completion- must inform program design. Equally important to setting a goal for state financial aid programs is setting up the data reporting and capability to monitor progress towards these goals.

Principle 3: Financial aid programs should be timely and flexible.

Aid programs should provide financial support to students when it can have the greatest impact on enrollment and persistence decisions.

Many states employ explicit time structures and deadlines as a means to project budgetary needs and streamline administration. However, structuring programs around the passage of time has consequences such as limiting the program's reach into nontraditional student populations and new postsecondary delivery models. Time currently dominates the eligibility equation for state aid in several ways: the initial eligibility determination and subsequent awarding process, the duration of a state financial aid award and the required schedule for drawing down disbursements of state aid.

Principle 4: Financial aid programs should be broadly inclusive of all students' educational pathways.

Aid programs need to respond to the diverse enrollment options available to students.

Students enrolling in postsecondary education have a broad array of enrollment options available to them. Under current policy, state aid generally privileges full-time enrollment in two- and four-year degree-seeking programs. Full-time enrollment in traditional programs works well for many students, but not for all. As the variety of educational delivery models and enrollment options available to students diversifies, aid programs should adapt to allow for students to select options best designed to meet their needs. Practical applications of this redesign principle may include allowing aid programs to serve students enrolled in competency-based or prior learning-based programs and allowing students to mix full- and part-time enrollment as a strategy to persist to program completion.

The policy environments confronting state leaders considering these redesign principles are multifaceted. Yet while the specific needs may differ, all state leaders are facing the necessity of finding more effective methods for providing financial support to individuals seeking the skills and knowledge necessary in the 21st century. As leaders wrestle with decisions and policy options, it is imperative they are intentional about leading a redesign of state aid that results in greater access and success for today's college students. This discussion document supports the state of Mississippi in this effort by providing analysis and opportunities for the state to further align policy with the four redesign principles.

APPLICATIONS OF THE REDESIGN PRINCIPLES IN MISSISSIPPI

Principle 1: Student-Centered

State financial aid may be a strategic tool to encourage student enrollment and success, however, this potential can only be maximized if the state aid program design aligns with the populations that the state must target to reach their goals. Current program designs in MESG, MTAG, and HELP indicate a statewide preference for awarding high school students who matriculate directly into a state college or university. These students generally attain relatively high scores on the ACT and are required to enroll full-time in postsecondary education. Questions remain as to whether or not funding students who meet these criteria moves Mississippi towards its own strategic goals.[i]

Additionally, students who meet these criteria only represent a portion of the potential college-ready population within the state of Mississippi. In rethinking a student-centered focus to state financial aid programs, state policy leaders should examine data surrounding the potential college-going population within the state to determine which students may benefit the most from financial support, and how to align policy design to best serve the needs of this group. Census data indicate that a particular focus on low-income students may be a potential growth area for the state.

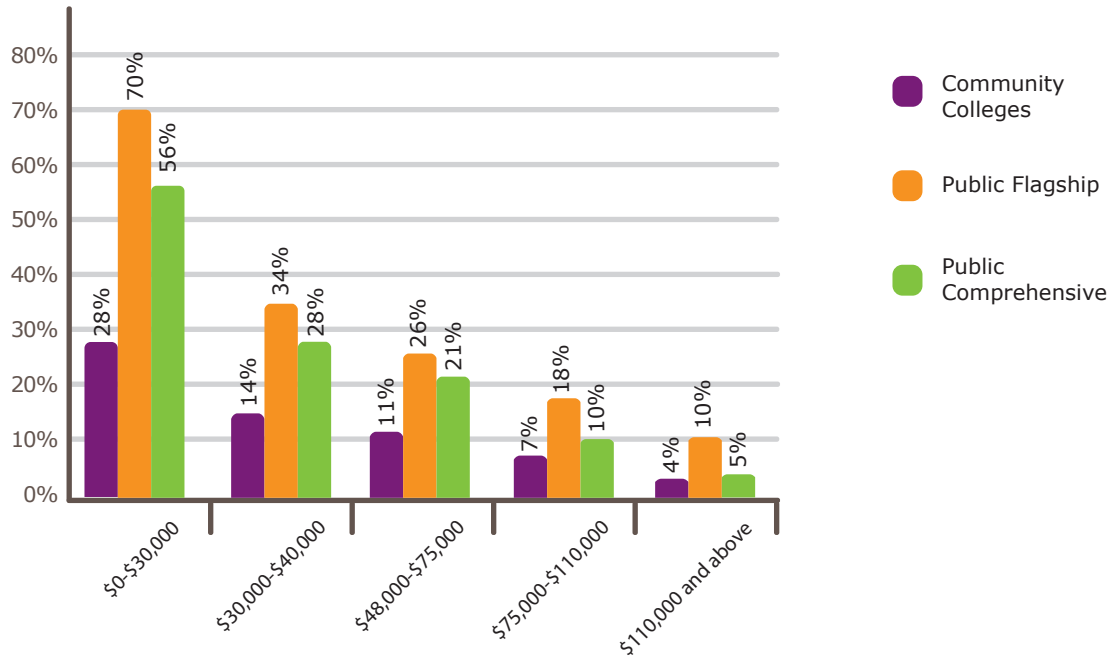
In Mississippi, low-income students comprise the largest share of 18-24 year olds who are not enrolled in postsecondary education. Low-income students especially stand to benefit the most from state-supported affordable college options. Reaching this population is a key step in reaching the state legislature's goal of increasing the educational attainment and skills level across the state.

FIGURE 3: Percentage of 18-24 year olds not enrolled in college in Mississippi, by income quintile

Source: U.S. Census Bureau, 2011-2013 American Community Survey, Three-Year Public Use Microdata Sample

Data also indicate that to enroll, low-income students in Mississippi are expected to contribute a disproportionately large percentage of their annual income compared to their higher-income peers. In 2014, for example, students making $30,000 or less would need to devote more than one quarter of their annual income to afford the average net price for community college. Should the student attend a four-year institution, they could be expected to allocate up to 70% of their annual income to meeting the net price of college.

FIGURE 4: Percentage of Average Income by Income Bands Needed to Meet Net College Price



Source: Affordability of Public Higher Education in SREB States

As income increases, the share of funds that students contribute towards higher education drastically decreases. Taken together with non-enrollment rates, these data indicate that the state may have more work to do when it comes to providing affordable college pathways for 18-24 year olds within the state.

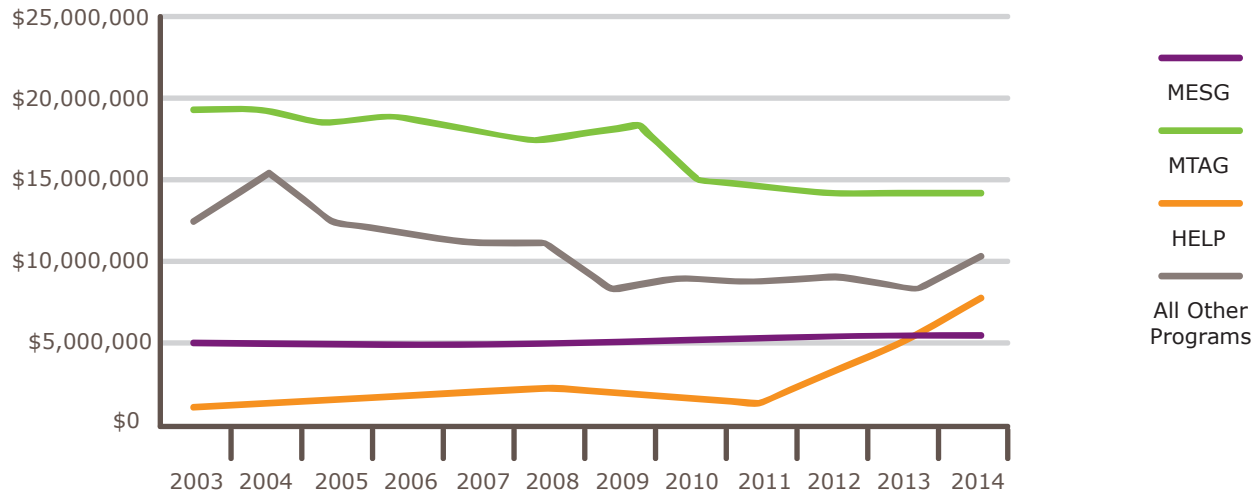
Principle 2: Goal-Driven, Data Informed

Strategic development of state financial aid policy is all but impossible without a clearly articulated goal informed by statewide data. Once a state has decided what it intends to achieve with state financial aid policy, efforts should be made to coordinate programs around this intent.

Within the state of Mississippi, the number of state aid programs has slowly grown over time. While 20 programs served students in 2007, five more have been added in the last eight years. Proposals to create new state aid programs are common across the country- nationally, about one in two proposed bills related to state aid in the 2015 legislative session designed entirely new programs- but these new proposals and ideas must be considered against an overarching goal for statewide policy development early in the policy process.

Absent coordination around a statewide goal, it may be relatively easy for the state to lose sight of what could be accomplished with a smaller number of large investments versus smaller investments in a variety of tailored programs. The figure below illustrates that while MESG, MTAG, and HELP are often thought of as the "main" programs in Mississippi, the sum of what is being spent on a variety of other smaller programs is larger than MESG or HELP. In some years, it was larger than MESG and HELP combined. Figure 5 displays the expenditures in MESG, MTAG, and HELP from 2003-2014, including the sum of expenditures in all other state aid programs.

FIGURE 5: Expenditures in all Mississippi state financial aid programs, 2003-2014



Source: NASSGAP. Note: All dollar figures are inflation-adjusted using the CPI-U.

While MESG, MTAG, and HELP are grant or scholarship programs that share a focus on high school students matriculating directly to college after high school, the foci of the other programs represented in Figure 5 are more diverse in terms of the program type and the students served. The majority of these programs are loan programs awarded to students on the condition of post-graduation employment. Many of these programs also focus on graduate education. Forgivable loans and focusing on graduate students may not be the most effective way to achieve the college completion outcomes that the state is seeking.

Continuing to utilize small investments in a large number of state aid programs with a variety of unique goals may be a legitimate approach for the state of Mississippi to continue pursuing. However, this approach should be taken with intentionality and with recognition for several tradeoffs that the state may be making:

- What are the administrative implications of operating a large number of programs, especially conditional loan programs?
- How can students access streamlined, easy to understand information about their state financial aid options?
- What outcomes are expected from each program, and are those outcomes being met? Is replicating an outcomes analysis across multiple programs a feasible endeavor for the state to undertake on a regular basis?

To facilitate a more granular discussion of these programs, how many students are served, and the expenditures made in each, Appendix A includes a full table with four years of historical data on each state program.

Principle 3: Timely and Flexible

Providing an opportunity for students to access state financial aid at a time when it may impact a student's enrollment decision is challenging- especially when deadlines are used to help align available resources with the number of students the state is able to serve. The use of deadlines for determining state aid eligibility is common across the states, however the approach should be selected with recognition for the possible tradeoffs from a student perspective and in light of other possible program design options.

Research demonstrates that students' college-choice processes are complicated and impacted by students' socioeconomic status.[iv] While some students solidify plans with months to spare before the start of college, other students, who commonly lack knowledge and support in navigating the college choice process, may not be in a position to make decisions until closer to the start of the term. Additionally, the perception, or the actual reality, of insurmountable college costs impacts students' decisions vis-à-vis college attendance and when those decisions are ultimately made.[v]

The timelines in Figure 6 outline the student application cycle for state financial aid in Mississippi for students matriculating to college in the 2015-2016 and 2017-2018 academic years.[vi] While students applying for MESG or MTAG have a full nine months to complete the FAFSA and state application, students applying for HELP only have three months before they miss the opportunity to apply for funding. While earlier availability of the FAFSA and the use of previous year income data are intended to ease the application process in 2017-2018, the period of time between the application deadline and the start of college will remain unchanged.

Effectively, this puts the onus on low-income students to develop and solidify college plans much earlier than their peers in MESG or MTAG. Low-income students, who may not be able to rely on guidance about college from family, may be the least equipped to comply with these early deadlines and avail themselves of state financial aid.

FIGURE 6A: Financial Aid Application Timeline for 2015-2016 First Year College Students in Mississippi (current timeline)

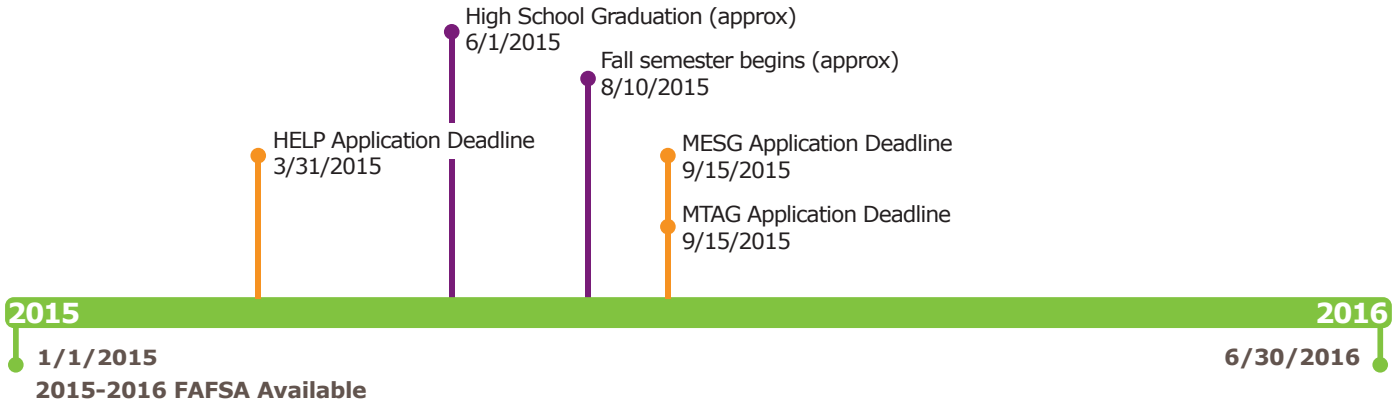
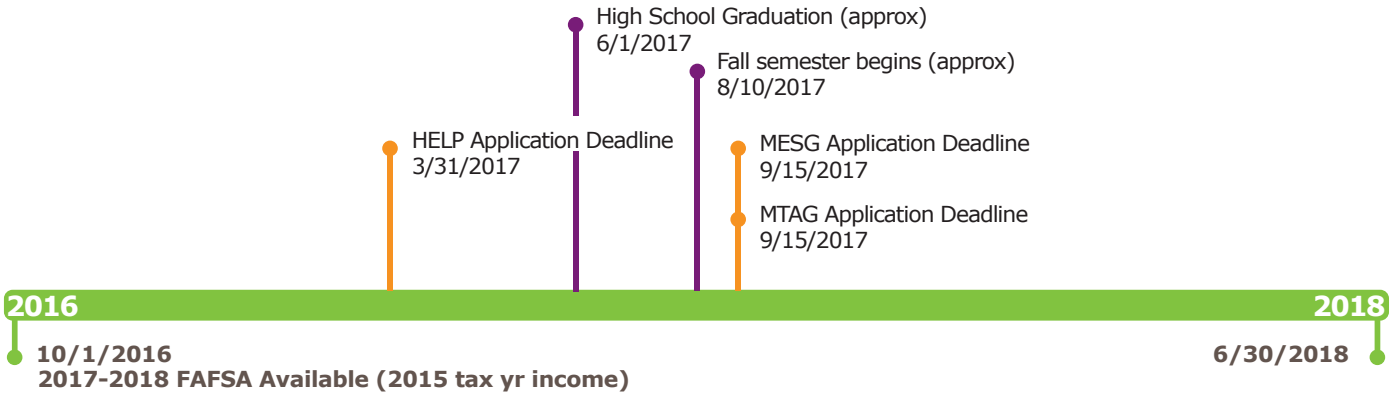


FIGURE 6B: Financial Aid Application Timeline for 2017-2018 First Year College Students in Mississippi (new timeline beginning in 2017-2018)



In sum, the early deadline for HELP likely keeps more students *out* of the program than *in* the program and may be incongruent with a focus on providing access without regard for ability to pay.

While many states rely on deadlines to ration budgets, states have begun to experiment with other models that tip the scales from a pure focus on the budget to one that includes a focus on student access and opportunity. For example, Washington, Indiana, and Oklahoma award need-based aid to students meeting established criteria in the middle and early high school years. These early promises of aid provide the state with the ability to budget effectively, and also allow students to translate their college aspirations into greater levels of college readiness in high school. In Oregon, new regulations are currently being developed to allow the Higher Education Coordinating Commission to establish several deadlines throughout the year, moving away from only one high-stakes opportunity to access state-funded need-based aid.[vii]

Principle 4: Broadly Inclusive

Broadly inclusive state financial aid programs respond to the variety of enrollment options available to students today, including programs that are not purely measured in credit hours. Broadly inclusive programs also allow students to access aid disbursements at a variety of enrollment intensities and at multiple points throughout the calendar year. This flexibility allows students to calibrate the pace of their aid to the pace of credential completion.

Each of the three major state aid programs in Mississippi requires students to enroll full-time to maintain eligibility. However, nearly six in ten students enrolled in public postsecondary education in the fall of 2013 enrolled part-time.[viii] Of 100 of the largest state financial aid programs across the country, less than one-third explicitly require full-time enrollment as a condition of the award.[ix] While awarding practices across the states show less variation than the policy structures, having flexible policy in place may be a promising strategy to ensure that aid is consistently available to eligible students regardless of the number of credits they take in a particular term.

Recent policy proposals in several states, however, espouse an opposite approach; specifically, that dollars should be prioritized to full-time students, who face higher costs and have a purportedly greater likelihood of completing their credential. However, this is a supposition presented as fact; despite a lack of research supporting the notion that full-time enrollment is a primary, causal factor in degree completion. Researchers have yet to determine if full-time students are already likely to complete their credentials due to other factors, or if full-time enrollment actually *causes* students to complete their credentials at higher rates than part-time students. What we *do* know is that degree completion depends on a variety of factors both at the individual level and the policy level, and is not attributable to any one student trait, institutional characteristic, or policy framing.

In states that allow for part-time enrollment within state financial aid programs, policies are generally structured so that part-time students access pro-rated award amounts over a longer amount of time as opposed to a full-time amount limited to a set number of years. In Illinois, students must also meet credit hour benchmarks to maintain eligibility. This flexibility is matched with accountability; if students do not obtain junior or senior standing by the time 75 credits are funded, their funding eligibility is rescinded. This program structure shows that it is possible to provide greater degrees of flexibility for students in terms of enrollment intensity, while still ultimately incenting degree completion.

FINAL THOUGHTS

The state of Mississippi has devoted significant resources to ensuring affordable postsecondary options for resident students. These programs have helped high-achieving students complete college credentials in their home state. While the original intent of MESG and MTAG is to retain high-merit students within Mississippi's borders, the extent to which this goal is being achieved is unclear.

At the same time, the state is called to realign resources around a new goal- to increase educational attainment of all working-age adults to the national average by 2025.[xi] To meet this ambitious goal, the state will need to target new groups of students that have been historically underrepresented in postsecondary education. Experts on state aid policy worked with Education Commission of the States over the last year to develop four inter-related principles of state financial aid redesign that support states through this process. In applying these principles to the state of Mississippi, we find that policy could become more:

- **Student-centered**, by aligning to the needs of low-income students that have modest enrollment rates.
- **Goal-driven and data informed**, by aligning multiple programs under one unifying approach.
- **Timely and flexible,** by rethinking how time dominates the aid eligibility equation in Mississippi.
- **Broadly inclusive,** by allowing students to prime the pace and amount of their financial aid disbursements with the pace of credential completion.

These new approaches are presented to begin a conversation on the role of financial aid programs in meeting the state's goals. Education Commission of the States remains available to assist policy leaders in thinking through these proposals.

APPENDIX A

Historical data for all Mississippi state-funded financial aid programs, 2011-2014

PROGRAM NAME	UNDERGRADUATE OR GRADUATE FOCUS	TYPE	2011		2012		2013		2014	
			TOTAL EXPENDITURE	RECIPIENT COUNT	TOTAL EXPENDITURE	RECIPIENT COUNT	TOTAL EXPENDITURE	RECIPIENT COUNT	TOTAL EXPENDITURE	RECIPIENT COUNT
Counseling and School Administration Forgivable Loan	Graduate	Conditional grant or loan	$92,484	38	$62,670	25	$87,141	38	$69,875	33
Critical Needs Alternate Route Forgivable Loan	Undergraduate	Conditional grant or loan	$34,259	3	$54,517	4	$115,457	9	$70,198	6
Critical Needs Dyslexia Therapy Forgivable Loan	Graduate	Conditional grant or loan							$97,335	21
Critical Needs Teacher Forgivable Loan	Undergraduate	Conditional grant or loan	$1,938,323	151	$2,212,551	170	$2,398,845	183	$2,820,670	200
Family Protection Specialist Social Worker Forgivable Loan	Undergraduate or Graduate	Conditional grant or loan					$5,845	1	$5,574	1
Graduate and Professional Degree Forgivable Loan	Graduate	Conditional grant or loan	$89,355	11	$55,951	7	$34,656	5	$50,319	6
Graduate Teacher Forgivable Loan	Graduate	Conditional grant or loan	$156,288	97	$178,100	98	$173,774	85	$166,200	88
Health Care Professions Forgivable Loan	Undergraduate or Graduate	Conditional grant or loan	$1,579	1	$6,177	3	$15,497	9	$9,000	4
Law Enforcement; Firemen	Undergraduate	Grant or scholarship	$188,078	21	$223,133	30	$117,971	14	$189,498	23
Mississippi Eminent Scholars Grant	Undergraduate	Grant or scholarship	$5,062,570	2,019	$5,284,265	2,156	$5,296,861	2,189	$5,388,245	2,261
Mississippi Resident Tuition Grant	Undergraduate	Grant or scholarship	$14,712,863	23,297	$14,062,843	22,490	$14,105,899	23,481	$14,051,117	23,871
Mississippi Teacher Loan Repayment		Loan assumption or forgiveness	$470,596	153	$622,710	211	$578,919	196	$593,749	203

PROGRAM NAME	UNDERGRADUATE OR GRADUATE FOCUS	TYPE	2011		2012		2013		2014	
			TOTAL EXPENDITURE	RECIPIENT COUNT	TOTAL EXPENDITURE	RECIPIENT COUNT	TOTAL EXPENDITURE	RECIPIENT COUNT	TOTAL EXPENDITURE	RECIPIENT COUNT
MS Higher Ed. Legislative Plan	Undergraduate	Grant or scholarship	$1,608,407	316	$3,246,379	652	$4,931,250	918	$7,443,326	1,381
MS LEAP	Undergraduate	Grant or scholarship	$1,000,455	1,339						
Nursing Education Forgivable Loan	Undergraduate or Graduate	Conditional grant or loan	$1,191,001	332	$1,616,853	465	$1,400,896	419	$1,680,317	492
Nursing Teacher Stipend	Graduate	Conditional grant or loan	$84,196	9	$143,098	14	$93,492	10	$300,000	29
Public Management Graduate Intern	Graduate	Grant or scholarship	$20,207	7	$35,002	12	$17,276	7	$17,000	4
SREB Doctoral Scholars Forgivable Loan	Graduate	Conditional grant or loan	$52,622	2	$77,211	3	$101,622	4	$100,000	4
SREB Regional Contract Program for Optometry and Osteopathic Medicine	Graduate	Conditional grant or loan	$582,213	40	$537,337	37	$496,323	33	$504,900	33
State Dental Education Forgivable Loan	Graduate	Conditional grant or loan	$52,191	3	$133,534	7	$187,767	9	$489,155	22
State Medical Education Forgivable Loan	Graduate	Conditional grant or loan	$98,818	6	$118,167	7	$288,606	15	$387,470	17
Summer Developmental Grant	Undergraduate	Grant or scholarship	$789,334	203	$768,255	198	$777,526	146	$881,364	217
Teacher Education Scholars Forgivable Loan	Undergraduate	Conditional grant or loan							$182,387	13
Veterinary Medicine Minority Forgivable Loan	Graduate	Conditional grant or loan			$19,058	1	$36,606	2	$56,046	3
William Winter Alternate Route Forgivable Loan	Undergraduate	Conditional grant or loan			$18,531	5	$22,357	6	$2,000	1
William Winter Forgivable Loan	Undergraduate	Conditional grant or loan	$1,705,313	456	$2,099,254	566	$1,947,069	536	$1,658,214	466

*All dollar amounts are presented in current 2014 dollars using the CPI-U.

ENDNOTES

i. Sarah Allin, *Financial Aid in Mississippi: How three state-funded programs affect college enrollment and degree attainment* (Cambridge, MA: Harvard University, 2015)

ii. Patrick Callan, William Doyle, Joni Finney and Darcie Harvey, *Mississippi Affordability Profile* (Southern Regional Education Board, 2014)

iii. William Bowen, Martin Kurzweil and Eugene Tobin, *Equity and Excellence in American Higher Education.* (Charlottesville: University of Virginia Press, 2005).

iv. Patricia McDonough, *Choosing Colleges: How Social Class and Schools Structure Opportunity.* (Albany: State University of New York Press, 1997).

v. Laura W. Perna, "Understanding the Relationship between Information about College Prices and Financial Aid and Students' College-Related Behaviors," *American Behavioral Scientist*, vol. 49, no. 12, (2006): 1620-1635.

vi. Beginning in the 2017-2018 school year, students will have access to the FAFSA beginning on October 1 rather than January 1, and will complete the form using tax data from two years prior to beginning postsecondary education.

vii. Oregon House Bill 2407, 2015.

viii. "Table 304.35: Total fall enrollment in public degree-granting postsecondary institutions, by attendance status, sex, and state or jurisdiction: 2012 and 2013," National Center for Education Statistics, https://nces.ed.gov/programs/digest/d14/tables/dt14_304.35.asp (accessed November 19, 2015).

ix. "50-State Financial Aid Database," Education Commission of the States, http://www.statefinancialaidredesign.org (accessed November 19, 2015).

x. Ibid, Allin.

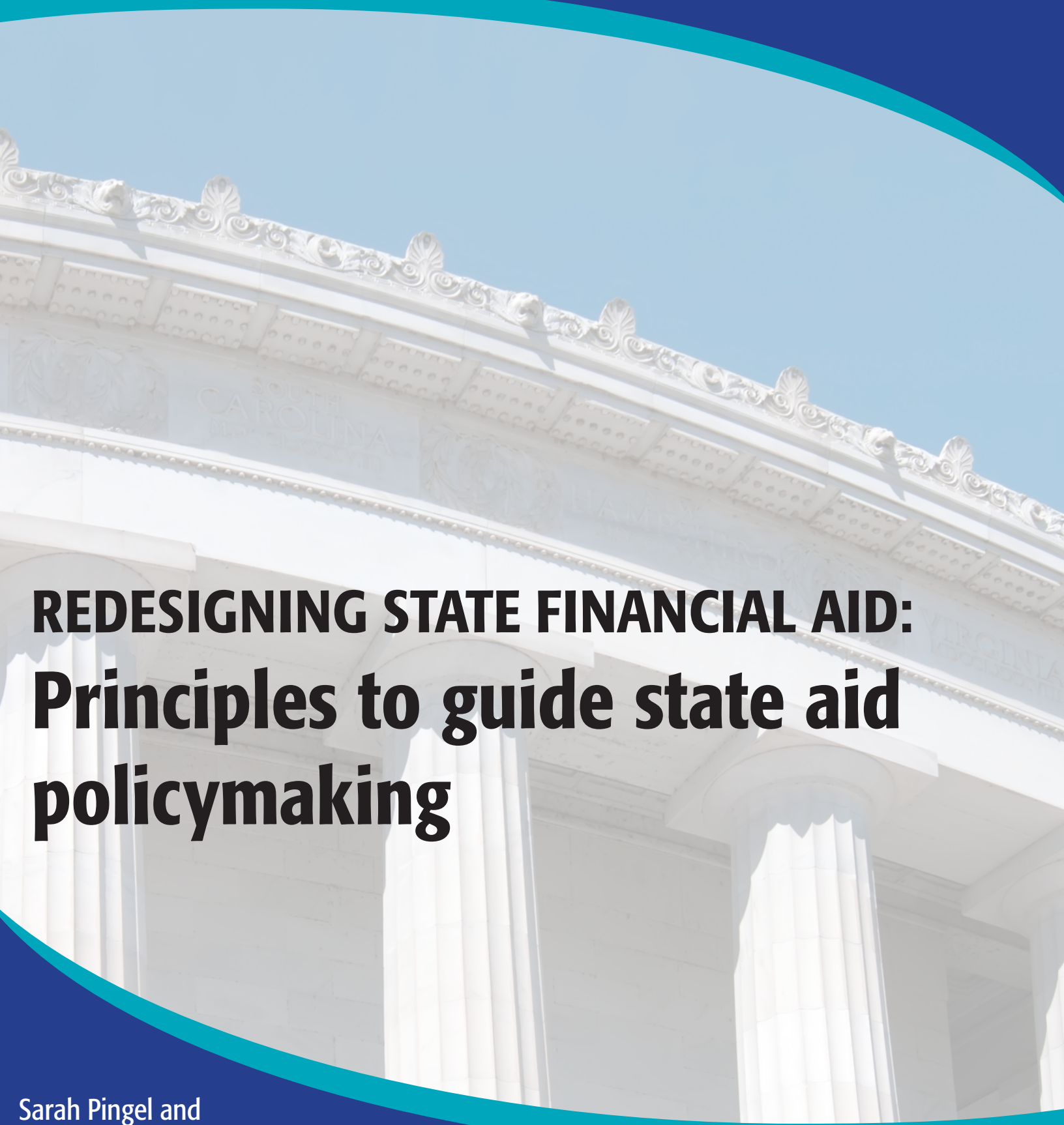
xi. Mississippi House Bill 1071, 2010.

AUTHOR

Sarah Pingel supports states by providing analysis tailored to student financial aid and college affordability policies. She also prepares research, authors reports and organizes convenings designed to help policy leaders learn from one another. Contact Sarah at **spingel@ECS.org**.

© 2016 by the Education Commission of the States. All rights reserved. Education Commission of the States encourages its readers to share our information with others. To request permission to reprint or excerpt some of our material, please contact us at (303) 299.3609 or e-mail askinner@ecs.org.

Education Commission of the States



REDESIGNING STATE FINANCIAL AID:
Principles to guide state aid policymaking

Sarah Pingel and
Brian A. Sponsler

April 2015

WWW.ECS.ORG

© 2015 by the Education Commission of the States. All rights reserved. Education Commission of the States encourages its readers to share our information with others. To request permission to reprint or excerpt some of our material, please contact us at (303) 299.3609 or e-mail askinner@ecs.org.

FOLLOW US

Table of Contents

About the Project 2

Introduction & Overview 3

Principle 1: Student centered 6

Principle 2: Goal driven, data informed 8

Principle 3: Timely and flexible 10

Principle 4: Broadly inclusive 12

Concluding thoughts 14

Meeting participants 15

Endnotes 16

About the Partner Organizations

Support for this paper and this initiative was provided by USA Funds, a nonprofit corporation that supports Completion With a Purpose, building a more purposeful path for America's students to and through college and on to rewarding careers and successful lives. USA Funds pursues its nonprofit mission through philanthropic activities and partnerships, policy research, and programs and services that enhance preparation for, access to and success in higher education. Learn more at www.usafunds.org.

Education Commission of the States was created by states, for states, in 1965. Education Commission of the States tracks state policy trends, translates academic research, provides unbiased advice and creates opportunities for state leaders to learn from one another.

About the State Financial Aid Redesign Project

A college education is more important than ever. And yet students are facing unprecedented challenges in financing the cost of completing a meaningful degree or postsecondary credential. Education Commission of the States, in partnership with USA Funds, is addressing this challenge in part through a two-year project focused on state financial aid programs. In addition to the present brief, a 50-state database of financial aid policies will be released in early summer, and ECS will facilitate targeted technical assistance to states addressing aid redesign over the course of the 2016 legislative sessions. For more information on this project, please visit www.StateFinancialAidRedesign.org.

The authors would like to thank USA Funds for their support of this paper and ongoing work with state financial aid programs. They would also like to thank each of the experts convened as part of the Education Commission of the States' State Financial Aid Redesign Thinkers' Meeting, who provided valuable expertise and feedback on this brief.

About the Authors

Sarah Pingel is a researcher in the Education Commission of the States' Postsecondary and Workforce Development Institute. Prior to beginning a career in education policy, she spent time abroad and speaks French. Contact Sarah at spingel@ecs.org or (303) 299.2695.

Brian A. Sponsler, Ed.D is director of the Education Commission of the States' Postsecondary and Workforce Development Institute. A recent in-migrant to the great state of Colorado, he spent a decade in Washington, D.C., and is a native of the Pacific Northwest. Contact Brian at bsponsler@ecs.org or (303) 299.3615.

Introduction & Overview

Paying for college is difficult for many individuals and families. College prices continue on an upward trend, wages and earnings for many families have been flat or only have shown marginal growth over the past several decades, and concerns about student indebtedness are on the rise. Taken together, these factors create a challenging environment for individuals seeking financial support to complete a postsecondary degree program.

In recognition of the challenges of paying for higher education, decision-makers at the federal and state levels support college-going with public policy. Through direct institutional allocations, need and merit-based financial aid programs, and the provision of student loans, government policy has provided access to funds to reduce the price of participating in postsecondary education for many individuals. This is particularly true at the state level.

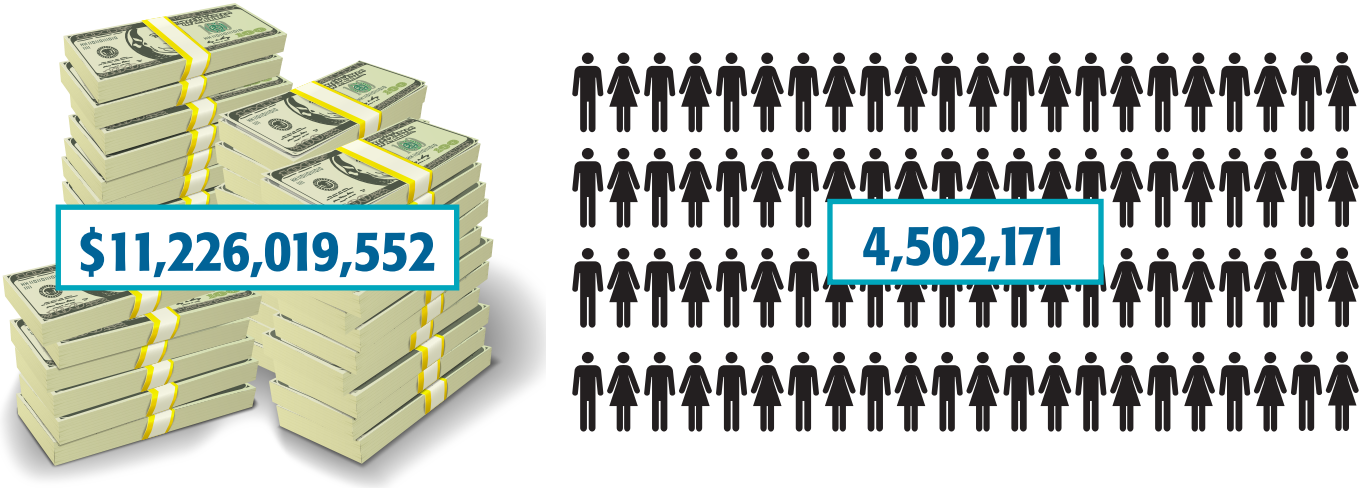
States have a long history of making investments in individuals seeking postsecondary education and workforce training.[1] Before the federal government created broadly accessible financial aid programs through the passage of the Higher Education Act in 1965, several states had already begun funding aid for college students.[2] Two original state aid programs are still in operation – California's Cal Grant (1955) and Illinois' Monetary Award Program (1958).[3] Spurred in part by a federal matching incentive, a wave of state programs were developed throughout the 1960s and 1970s, including 20 states that are still awarding aid to students today.

Continuing the historical legacy of state financial aid, in 2013 state financial aid programs collectively invested more than $11 billion in students,[4] providing a significant financial benefit for individuals, institutions and, ultimately, state economies. For example, in 2012, state aid covered 16% percent of tuition and fee expenses at four-year public research institutions. This aid adds to the power of federal, institutional and student resources in helping to meet the cost of attaining a degree or credential.[5]

The benefit of state aid for students

2012	Average public 4-year tuition and fees: $8,796	Average state grant aid per student $1,420

In 2013, total state aid expenditures reached nearly $11.23 billion and supported 4.5 million students.[6]



A function of their design and history, state financial aid programs tend to primarily serve students following what is often labeled a "traditional" postsecondary pathway: matriculating directly into a two- or four-year degree program in the fall following high school graduation. These students are more likely than their peers to attend credit-hour based postsecondary programs, pursue their education on a full-time enrollment basis and complete their program on time. Education Commission of the States research indicates that many of the largest aid programs in the states are explicitly designed to serve students following this traditional pathway. For example, among the 100 largest state-funded financial aid programs in the country:

- Twenty-nine programs will *only* fund students who enroll full time.
- Forty-three define the duration of the award by a set number of terms or years, as opposed to anchoring eligibility to the length of time needed to complete a program at varying enrollment intensities.
- Thirty-three programs link aid eligibility to college entrance exams like the SAT or ACT or a high school grade point average – traditional college readiness measures that are of little relevance for adults returning to higher education after time in the workforce.[7]

A focus on traditional pathways into and through higher education remains appropriate for a notable segment of today's college-going population. However, as students increasingly are drawn from populations likely to be older, more diverse and further removed from secondary completion, it is critical that state financial aid programs work for this new majority of college students as well.[8]

A focus on the students whom aid is designed to support is a central tenet of aid redesign efforts. In addition to changing demographics, the nature of the relationship between higher education and state policymakers also has shifted over time. First, state leaders are focusing on higher education not only as a vehicle for individual socioeconomic mobility, but also as a driver of state economic growth. Second, policymakers are holding institutions increasingly accountable for outcomes prescribed by states – be those educational or economic. For example, the proliferation of performance-based funding policies has explicitly tied state support to state-defined metrics such as degree completion and student persistence.

Education Commission of the States believes changing student demographics and shifting expectations for higher education creates fertile ground for states to redesign and re-conceptualize financial aid programs. To advance this premise and support a state-based conversation focused on aid redesign, Education Commission of the States facilitated a meeting of state financial aid experts and challenged them to take a clean sheet approach to rethinking approaches to state financial aid that would best align to the needs of students and support state education goals. The group of experts proposed and debated perspectives on program redesigns that were both incremental and fundamental. After an iterative process, consensus emerged on a set of principles that optimistically seek to frame and advance state aid redesign conversations.

The pages that follow present four principles of financial aid redesign that emerged from the ECS-led thinkers' meeting. Principles are offered as guideposts for state policy leaders and other interested parties as they seek to adjust, modify or in some cases make wholesale changes to state financial aid policies and programs.

Redesign principles fall into four inter-related areas:

Principle 1: Financial aid programs should be student centered.

- Aid programs designed around students and their needs set students up for successful outcomes.

Principle 2: Financial aid programs should be goal driven and data informed.

- Aid programs should have a clearly defined and easily understood intent aligned with measurable state education and workforce goals.

Principle 3: Financial aid programs should be timely and flexible.

- Aid programs should provide financial support to students when it can have the greatest impact on enrollment and persistence decisions.

Principle 4: Financial aid programs should be broadly inclusive of all students' educational pathways.

- Aid programs need to respond to the diverse enrollment options available to students.

The policy environments within which state leaders will consider these principles are as diverse as the pathways students may take into and successfully through higher education. Yet it is our contention that while the specifics may differ, all state leaders are facing the necessity of finding more effective methods for providing financial support to individuals seeking the skills and knowledge necessary to lead productive lives in the 21st century. As leaders wrestle with decisions and policy options, we encourage them to utilize the collective and individual thinking of some of the nation's foremost experts on student aid as reflected in this brief.

Moving forward, this brief presents and discusses each principle and related considerations. Although each principle is discussed in isolation, we recognize that they overlap and intersect in important ways. A "Principle in Practice" box highlights top-line considerations for those seeking a general overview of the ideas under discussion. In each section a "Principle in Policy" box highlights states' actions or policy proposals that reflect the principle under discussion.

This brief is a call to action for state policymakers to be intentional about leading a redesign of state aid that results in greater access and success for today's college students – a necessary precursor to achieving state attainment and workforce goals.

> "A function of their design and history, state financial aid programs tend to primarily serve students following what is often labeled a "traditional" postsecondary pathway: matriculating directly into a two- or four-year degree program in the fall following high school graduation."

Principle 1: Student centered

Financial aid programs should be student centered:
Aid programs designed around students and their needs set students up for successful outcomes.

In designing state-funded aid programs, states' focus should be on students. This principle calls for program design decisions predicated by how states can utilize financial aid programs to support student access and success first, rather than employing student aid as a conduit for institutional support. This has specific implications for how funding flows from the state to institutions, as well as student application and awarding processes.

A student-centered approach to aid begins with how funds flow from states to institutions. Channeling state financial aid dollars based on an institutional allocation method frames state aid as an institutional benefit rather than a direct benefit to students. Through a "campus-based" program model, institutions generally have a significant role in defining eligibility requirements and prioritizing students for awards, while the state may prescribe several overarching directives for institutions in statute or regulation. Forfeiting direct oversight means that the state's investments in financial aid may be overshadowed by institutional priorities rather than state goals.

Under the campus-based model, states may also lack information about how state aid dollars interact with institutional aid in the aid packaging process. Additionally, campus-based aid is not portable from institution to institution – meaning that a student may receive different amounts of state aid depending upon the institution preparing the aid package. When states place institutions in a position to manipulate net price[9] through campus-based programs without clear state goals, they delegate the authority to define which students deserve state support to institutional aid administrators; actors that may or may not have alignment with state education goals.

Re-envisioning state aid as a student benefit rather than institutional benefit necessitates redesigns of aid application cycles. Currently, the process of identifying eligible students for state aid often begins when a student is admitted to a postsecondary institution. However, other behaviors or data sources can assist states in identifying students likely to benefit from state financial aid without requiring an express intent to enroll. In many states, eligibility information can be obtained through state income tax

data or state longitudinal data systems. Participation in state workforce programs or public assistance programs also may serve as meaningful proxies for state aid eligibility. These options allow states to proactively notify students of their eligibility for funds, regardless of any previously expressed intent to seek postsecondary enrollment. Leveraging new sources of data to identify eligible aid recipients streamlines application processes that pose barriers for students and decouples application deadlines from revolving around a traditional fall semester start date.[10] State aid is subsequently positioned to reduce affordability barriers and encourage targeted students to enroll or re-enroll in postsecondary education.

Key components of financial aid redesign include refocusing state financial aid programs on student needs. Defining students as the primary beneficiaries of state financial aid allows for alignment of state goals and institutional practice to best serve students. A clear definition of the state goals for the program is critically important to a student-centered approach to state financial aid, as is a detailed understanding of how data can inform and direct goal development and monitor progress toward desired outcomes.

Principle in Practice

Student-centered financial aid programs:

- Support students first, not institutions.
- Proactively notify eligible aid recipients.

Principle in Policy

Proactive recipient identification in California

One of the oldest state financial aid programs, the Cal Grant program, is California's main need-based aid program. Assembly Bill 2160, signed into law in 2014, requires high schools to electronically send student grade point averages at the end of the junior year to the California Student Aid Commission (CSAC). This information enables the commission to match student GPAs with financial need information from the Free Application for Federal Student Aid (FAFSA). These two data points provide CSAC with all of the information needed to determine Cal Grant eligibility without requiring students to supply information beyond the FAFSA.

Through re-thinking the channels by which CSAC could receive Cal Grant eligibility information, this policy enables early and proactive identification of Cal Grant eligible students. Armed with this knowledge, students are empowered to make more informed postsecondary application and enrollment decisions.

"Defining students as the primary beneficiaries of state financial aid allows for alignment of state goals and institutional practice to best serve students."

Principle 2: Goal driven, data informed

Financial aid programs should be goal driven and data informed: Aid programs should have a clearly defined and easily understood intent aligned with measurable state education and workforce goals.

Goal setting and effective use of data to monitor progress toward stated goals is an integral principle of state financial aid reform. Goals for state financial aid programs are intended to inform the direction of statewide aid policy development, adoption and change. A clear state goal creates common ground and presents an opportunity for state leaders to set the stage for institutional and student actions.

Drafting a strategic goal for financial aid programs should involve the input of a variety of stakeholders, such as state legislators, representatives from higher education governing bodies, institutional administrators, higher education researchers and diverse student perspectives. A review of policies in light of statewide postsecondary enrollment trends, statewide demography and workforce needs may yield important opportunities to realign policy. As states conduct this type of analysis, it is imperative that strong leadership emerges from offices responsible for higher education, the legislative branch and governor's offices.

Goals for state financial aid programs should consider all state aid programs aimed at postsecondary student enrollment and success. A global view of funding streams dedicated more broadly to education or workforce preparation, whether through a postsecondary aid program, funding for returning military veterans or workforce investment programs, reveals the variety of ways in which states provide funding for postsecondary students. Looking at these funding streams holistically may enhance their overall coordination. Additionally, organizing the efforts of segmented state programs that target similar populations of potential postsecondary students may improve the student application process and increase awareness of aid availability.

State data systems can assist in monitoring progress toward established goals. In crafting data systems that can assist in monitoring progress toward goals, states should give particular consideration to institutions in two specific ways.

First, states will need institutions to provide data for all students as well as disaggregated data for financial aid recipients. Monitoring and analyzing access, persistence or completion metrics for state aid recipients serves as an important accountability feedback to

states. Leveraging existing data sources to monitor progress is essential; however, setting innovative goals also may call for states and institutions to collect and track new types of data. In this way, the process of setting goals also may create the opportunity for states to push for new or innovative ways to measure student progress and success.

Second, states should employ data to ensure a baseline-level of institutional quality and accountability. Analyzing data by institution can identify the pathways that most contribute to state goals and may assist states in defining where students can use their state aid dollars. In setting institutional participation standards, states have the opportunity to define benchmarks for institutions to meet, such as access indicators for underserved populations, persistence rates or completion targets. They also may incorporate post-graduation measures such as sector employment and wages, graduate school enrollment or student loan default rates. In Minnesota, for example, data drove the development of a proposed institutional eligibility framework for state financial aid. Each state's eligibility metrics will likely vary for a local context, but every state should seek to ensure that institutions receiving state aid dollars are meeting specified performance targets, serving students, and contributing toward state interests and objectives. More information about Minnesota's approach is detailed in the Principle in Policy sidebar.

Finally, progress toward goals should be monitored through intermediate milestones. Recognizing that reaching goals takes time, identifying progress or momentum points will provide valuable opportunities to identify problems early and make mid-course corrections. Policy change is an inherently iterative process; missteps and misalignments between student needs and policy design should be expected and addressed as soon as possible. Policy should be nimble and flexible to allow for these realignments. Additionally, monitoring progress allows for celebration and public recognition of policy success; something done all too infrequently in our estimation.

Defining strategic goals and directions for state financial aid programs not only makes clear what ends states will achieve through investments in state aid, it also entails a call for effective data systems and analysis. Together with a student-centered approach to aid, designing state aid programs around goals concentrates state aid policy on how to best respond to the needs of students and states. Additional opportunities to redesign state financial aid policy rely on principles of timeliness, flexibility and inclusivity.

Principle in Practice

Goal-driven, data-informed financial aid programs:

- Seek broad input and support in crafting goals for state aid programs from key constituents, including institutions, students, business leaders and policymakers.
- Take a holistic view of all funding sources designed for workforce preparation.
- Hold institutions accountable to maintain eligibility for state aid dollars.
- Make explicit links to data systems and commit to monitor milestones.

Principle in Policy

Using data to monitor goals and institutional eligibility in Minnesota

Minnesota Statute 136A.095 establishes that the goal of state-funded financial aid is to encourage educational development among economically disadvantaged students in eligible institutions. To this end, S.F. 1236, passed in 2013, called upon the state's Office of Higher Education (OHE) to employ data to specify an updated institutional eligibility framework.

In response to the legislative mandate, OHE issued two reports detailing existing criteria that institutions must meet, new metrics that may be considered, the limitations of the metrics and possible implementation steps for the future. Current institutional eligibility criteria specify that institutions must be located in Minnesota, governed by a specific state board, eligible to participate in federal student aid programs and offer academic programs leading to certificates or degrees of a specified length. The reports explore the opportunities and challenges present in expanding the institutional participation framework to include data points such as enrollment of key populations, student debt, persistence, time to degree, completion, employment and return on investment data.

Principle 3: Timely and flexible

Financial aid programs should be timely and flexible: Aid programs should provide financial support to students when it can have the greatest impact on enrollment and persistence decisions.

Many states employ explicit time structures and deadlines as a means to project budgetary needs and streamline administration. However, structuring programs around the passage of time has consequences such as limiting the program's reach into nontraditional student populations and new postsecondary delivery models. Time currently dominates the eligibility equation for state aid in several ways: the initial eligibility determination and subsequent awarding process, the duration of a state financial aid award and the required schedule for drawing down disbursements of state aid.

In many two- and four-year programs across the states, students can make enrollment decisions within a matter of weeks of beginning coursework. For example, institutions utilizing modular course scheduling offer the opportunity for students to begin their program at many points throughout the year. For institutions offering courses on academic terms such as semesters or quarters, students can be admitted and choose to enroll within a short time of beginning classes. While these students may meet the established eligibility criteria for state aid, they likely will not receive funding after a state's priority filing deadline has passed.[11] In this case, the time that a student's enrollment decision is made is the deciding factor for funding eligibility. However, rather than framing time as a penalty for students to avoid, states can approach the timing of aid awards and disbursements as a lever to influence student enrollment and persistence decisions.

Generally, many students will not know what types of financial aid they are eligible to receive until they have received a financial aid award letter from the institution or institutions that have accepted their admission application. However, states have the opportunity to join the affordability conversation much sooner. The optimum time to make awards varies by student population but, in general, promises of aid should be made as early as possible, even before a student chooses to enroll.

For students matriculating directly from high school, early commitment scholarship programs set the expectation that state support for higher education will be available during a student's K-12 enrollment. This promise is intended to alleviate college affordability concerns at a key time when students still have the opportunity to translate college aspirations into college readiness. A Principle

in Policy box features an approach to early award notification in Oklahoma, where students have the opportunity to apply for state financial aid as early as eighth grade.

For adult students enrolling in degree programs or seeking new job-specific skills later in life, time between the decision to pursue postsecondary education and the start of the academic term or module course is usually limited. To appropriately address the variability in the timing of adult student enrollments, states need to be intentional to not commit all available aid funds by a deadline set early in the calendar year; doing so may leave little money on the table for students who seek aid later. In Oregon, for example (see sidebar), a proposed policy seeks to move away from a first-come, first-served approach to financial aid in favor of focusing on specific eligibility criteria to drive recipient selection.

Finally, once a student is awarded financial aid, the award amounts are often tied to traditional academic terms such as semesters or quarters, generally dividing funds over each term while excluding the summer. This practice synchronizes aid disbursements with traditional models of student enrollment and may limit student access to attend year-round. As a consequence, students may not be able to access aid dollars for the summer term. However, granting students the flexibility to re-align their financial aid eligibility to alternative enrollment patterns ensures that students will be able to access aid when they are ready to enroll, as opposed to waiting for financial aid eligibility to renew in a subsequent term or school year. Eliminating the need for students to wait for financial aid to renew in a new school year means that students can complete requirements faster, gaining traction toward the graduation podium.

Redesigning state aid to leverage timing, both in terms of establishing initial student eligibility and awarding processes, provides opportunities for states to use financial aid as a tool to impact student enrollment decisions. State budget cycles and the need to accurately predict funding levels in advance are challenges that states will face in this effort. However, policy examples from Oregon and Oklahoma serve as examples of thoughtful ways to rethink timing to better serve students. State financial aid programs also may be redesigned to respond to the variety of educational pathways available to students today by becoming more broadly inclusive.

Principle in Practice

Timely and flexible financial aid programs:

- Avoid exhausting funds based on deadlines.
- Award financial aid as early as possible.
- Decouple award schedules from calendar or academic years.

Principle in Policy

Making early promises in Oklahoma

Created through the Oklahoma Higher Learning Access Act in 1992, the Oklahoma's Promise program provided more than $60 million in assistance to Oklahoma students in 2013. The program establishes a student's state aid eligibility in eighth, ninth or 10th grade. Students who meet income criteria, complete a specific sequence of high school courses with a minimum GPA and complete other requirements earn free tuition at a public two- or four-year institution in the state through the program.

Principle in Policy

Rethinking deadlines in Oregon

Similar to many other states, the demand for state aid dollars outpaces the fiscal capacity of the program. Historically, students qualifying for Oregon Opportunity Grants have been prioritized by the date that their FAFSA is complete, with funds generally exhausted in February or March of each year.

Through a new proposal under consideration in the 2015 legislative session, H.B. 2407, the Office of Student Access and Completion would have the latitude to draft new rules that would prioritize students based on financial need throughout the year rather than exhausting all program funds at once. This new approach may open access for students whose enrollment plans change mid-year.

Principle 4: Broadly inclusive

Financial aid programs should be broadly inclusive of all students' educational pathways: Aid programs need to respond to the diverse enrollment options available to students.

Students enrolling in postsecondary education have a broad array of enrollment options available to them. Under current policy, state aid generally privileges full-time enrollment in two- and four-year degree-seeking programs. Full-time enrollment in traditional programs works well for many students, but not for all. As the variety of educational delivery models and enrollment options available to students diversifies, aid programs should adapt to allow for students to select options best designed to meet their needs. Practical applications of this redesign principle may include allowing aid programs to serve students enrolled in competency-based or prior learning-based programs and allowing students to mix full- and part-time enrollment as a strategy to persist to program completion.

Although state financial aid programs need to measure progress to pace individual disbursements, the credit hour is no longer the only means available to students to complete the requirements for their degree or credential program. Despite this, the credit hour is a mainstay for measuring academic progress in state aid programs. States must appropriately take steps to ensure institutional and program quality, however, taking an expanded view of progress toward a credential would allow states and students the flexibility to fund competency-based programs, prior learning assessments and online course delivery – in addition to programs based on the credit hour. Granting greater flexibility to students to access state aid for a variety of delivery models means that aid no longer pays purely for credit accumulation, but more broadly for learning and progress toward a postsecondary credential.

Aid delivery should also be flexible to allow for a variety of enrollment intensities and patterns. Emerging data show that students returning to college who mix full-time and part-time enrollment may ultimately be more likely to complete their postsecondary credential.[12] However, current aid delivery models may deny aid from otherwise eligible students who opt to enroll part time for all or part of the year. Encouraging full-time enrollment is appropriate under many circumstances. However, it should not be done at the expense of aid eligibility for part-time students who are being intentional about their enrollment choices. Limiting aid exclusively to full-time enrollment has consequences for students facing course availability limitations or work and family

commitments. Including part-time and full-time students in financial aid program allows students the flexibility to synchronize the pace of their aid with the pace of their academic program when full-time enrollment is not an option.

State financial aid should not privilege certain postsecondary delivery models or enrollment intensities; rather, it should be adaptable and broadly inclusive. Funding progress toward a credential earned through competency-based degrees, prior learning assessments and credit-based programs aligns state aid with the broad variety of delivery models currently available to students. In this same vein, encouraging full-time enrollment is still possible while preserving eligibility for part-time students who do not have the option to enroll full time or who wish to enroll year round.

Principle in Practice

Broadly inclusive financial aid programs:

- Do not limit aid eligibility exclusively to academic programs measured by credit hours.
- Allow for full- and part-time student enrollment.
- Fund student progress when it occurs.

Principle in Policy

Flexibility for full- and part-time enrollment in Illinois

Students funded through the Illinois Monetary Assistance Program (MAP) have the flexibility to align aid disbursements with their unique enrollment patterns. The program measures progress through credit hours, allowing students to fund as few as three in any one term. The award amount is pro-rated based on the number of credit hours in which a student enrolls. The flexibility is matched with accountability; if students do not obtain junior or senior standing by the time 75 credits are funded, MAP eligibility is rescinded.

> "As the variety of educational delivery models and enrollment options available to students diversifies, aid programs should adapt to allow for students to select options best designed to meet their needs."

Concluding Thoughts

Education Commission of the States, in consultation with leading experts on state-funded aid, find that state financial aid programs can be redesigned to respond to the contemporary needs of students and states. Much has changed since many state aid programs were conceived, including the students served by higher education, how they are served and what states expect from their investments in postsecondary students.

In this paper, we have advanced four principles for state aid redesign that seek to guide state aid policy formation:

Principle 1: Financial aid programs should be student centered.

- Aid programs designed around students and their needs set students up for successful outcomes.

Principle 2: Financial aid programs should be goal driven and data informed.

- Aid programs should have a clearly defined and easily understood intent aligned with measurable state education and workforce goals.

Principle 3: Financial aid programs should be timely and flexible.

- Aid programs should provide financial support to students when it can have the greatest impact on enrollment and persistence decisions.

Principle 4: Financial aid programs should be broadly inclusive of all students' educational pathways.

- Aid programs need to respond to the diverse enrollment options available to students.

Separately, each of the principles addresses a specific area for states to make incremental policy change. Taken together, they provide the opportunity for states to make fundamental shifts in how state financial aid programs are designed and awarded. A unified policy consistent with all four redesign principles employs state financial aid as a tool to serve state goals and student needs. Depending on the specific state context, integrating the four principles could take the shape of a variety of policy options, such as investing in early financial aid savings accounts, devising a system of student vouchers for higher education expenses or redesigning an existing grant program.

Finally, states have much to gain by realigning existing investments in state-funded financial aid to current student and state needs. Financial aid programs have the potential to transform the student experience in higher education and the outcomes that states seek from a credentialed workforce. Meaningful redesigns can ensure that existing investments made in financial aid maximize benefits for students and states alike.

State Financial Aid Redesign Thinkers' Meeting Participants

December 4, 2014 ~ Las Vegas, Nevada

With the support of USA Funds, Education Commission of the States convened twelve of the nation's leading experts on state financial aid to rethink the major components of a new system of state-funded aid. Over two days, experts discussed the promises and pitfalls of current models of student financial support in the states. The recommendations made in this paper are due in large part to their critical examinations of state financial aid and is a product of this ongoing collaboration.

Sandy Baum
Senior Fellow
The Urban Institute

Cheryl Blanco
Vice President for Postsecondary Education
Southern Regional Education Board

Bryce Fair
Associate Vice Chancellor for Scholarships and Grants
Oklahoma State Regents for Higher Education

Matt Gianneschi
Chief Operating Officer
Colorado Mountain Colleges

Alison Griffin
Senior Vice President,
External & Government Relations
USA Funds

Judy Heiman
Principal Analyst
California Legislative Analyst's Office

Aaron Horn
Associate Director for Policy Research
Midwestern Higher Education Compact

Kevin James
Research Fellow
American Enterprise Institute

Scott Jenkins
Program Director
National Governors Association

Brian Prescott
Director of Policy Research
Western Interstate Commission for Higher Education

Gretchen Syverud
Policy Research Analyst
New England Board of Higher Education

Joanne Weiss
ECS Distinguished Senior Fellow and Independent Consultant; former Chief of Staff to the U.S. Secretary of Education

Endnotes

1 For the purposes of this paper, we utilize the terms "higher education," "postsecondary education" and "college" interchangeably.

2 National Association of State Student Grant and Aid Programs, *30th Annual Survey Report on State-Sponsored Student Financial Aid* (National Association of State Student Grant and Aid Programs, 1998), 27, 30.

3 Several state programs predate initiatives in California and Illinois; however, our focus is to highlight major state programs established prior to the passage of the HEA that are still operating today.

4 National Association of State Student Grant and Aid Programs, *44th Annual Survey Report on State-Sponsored Student Financial Aid* (National Association of State Student Grant and Aid Programs, 2014), 2.

5 National Center for Education Statistics, Integrated Postsecondary Education Data System, Institutional Characteristics, Finance, Student Financial Aid and Enrollment Surveys

6 Ibid, National Association of State Student Grant and Aid Programs, 2014. Students receiving aid from multiple state programs simultaneously in any given year are duplicated in the recipient count.

7 ECS compiled a 50-state database of state financial aid programs. We scanned for programs in the 50 states, District of Columbia and Puerto Rico. We identified the two largest expenditure programs in each jurisdiction, resulting in 99 programs. For harmony's sake, we selected the next largest expenditure program in the choice set, resulting in three programs for the state of Texas.

8 *America as 100 College Students* (Bill and Melinda Gates Foundation, 2015), http://postsecondary.gatesfoundation.org/student-stories/america-as-100-college-students/ (accessed March 25, 2015).

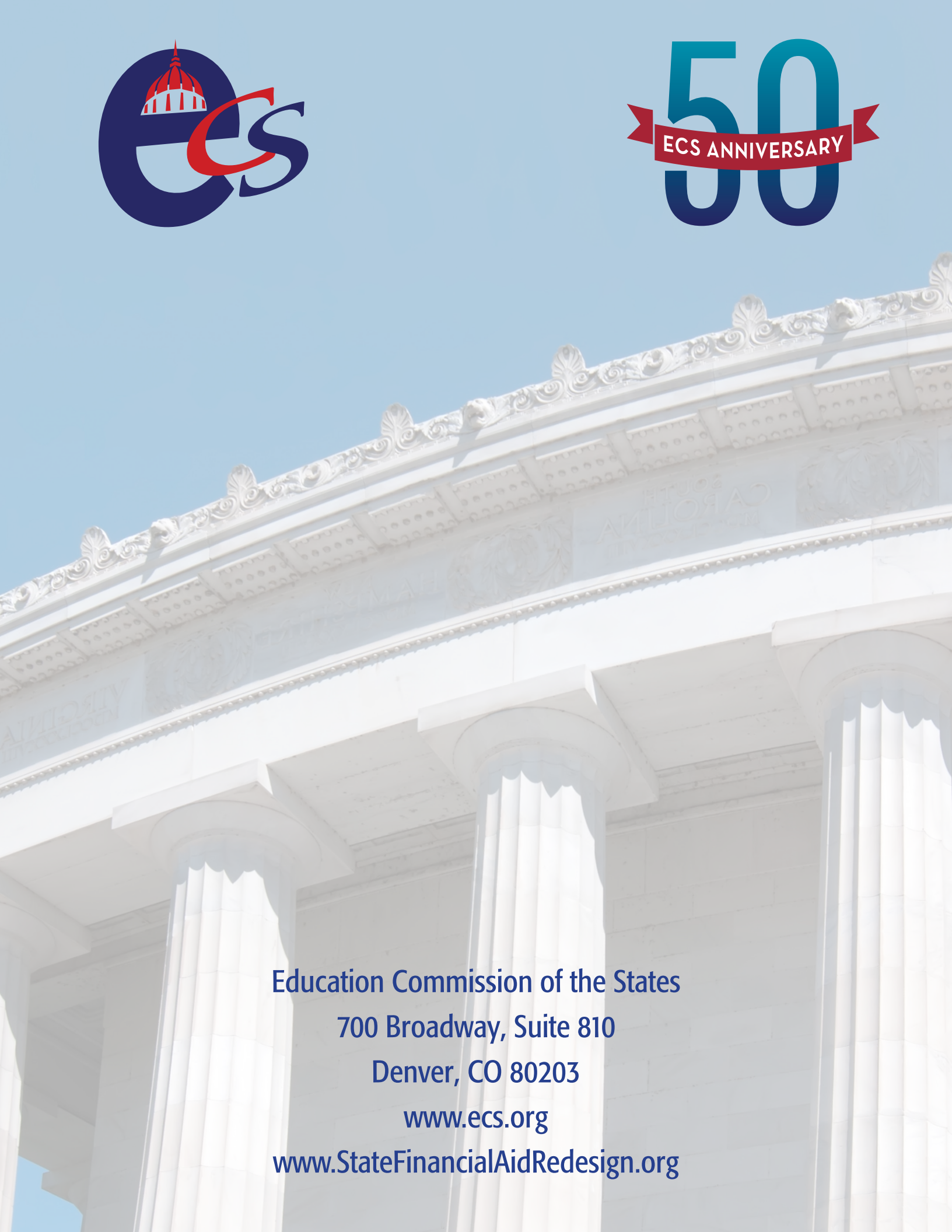
9 Net price refers to the difference between published tuition and grants and scholarships awarded in a student's financial aid package. It is the price that a student is expected to pay out of their own resources or to finance.

10 Research on the federal student aid system illustrates this point, see: Susan Dynarski and Judith Scott-Clayton, "The Cost of Complexity in Federal Student Aid: Lessons from Optimal Tax Theory and Behavioral Economics," *NBER Working Paper No. 12227* (2006).

11 According to NASSGAP data, in 2013, 57 percent of state aid programs were unable to fund all students meeting eligibility guidelines. In several states, priority filing deadlines are employed in order to prioritize eligible applicants for funding.

12 National study of non-first-time students shows full-time enrollment may not be appropriate for all (*Inside Track, NASPA: Student Affairs Administrators in Higher Education*, UCPEA, & the National Student Clearinghouse, 2015), http://www.insidetrack.com/2015/01/20/national-study-of-non-first-time-students-shows-full-time-enrollment-may-not-be-appropriate-for-all.

Notes



Education Commission of the States
700 Broadway, Suite 810
Denver, CO 80203
www.ecs.org
www.StateFinancialAidRedesign.org

Report Card 2014 - Coahoma Community College

Aspect of Mission	Community College		All MS Community and Junior Colleges	
STUDENT ENROLLMENT	**N**	**FTE**	**SYSTEM TOTAL N**	**SYSTEM TOTAL FTE**
University Parallel (AA Degrees)	1,648	1,099	74,859	49,368
Technical (AAS Degrees)	303	225	14,172	10,948
Certificates	570	405	5,542	4,261
Non-degree Seeking/Dual Enrollment	188	34	7,431	1,647
TOTAL STUDENTS SERVED	**2,709**	**1,763**	**102,004**	**66,224**
Based on 2013-14 enrollment.				

DEGREES	**N**	**SYSTEM TOTAL N**
University Parallel (AA Degrees)	195	7,473
Technical (AAS Degrees)	64	4,907
Certificates (1 & 2 Year)	92	3,791
TOTAL DEGREES AWARDED	**351**	**16,171**
Based on 2013-14 enrollment.		

STUDENT SUCCESS	**N**			**PCT**			**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
	100% - 2 Yrs	**150% - 3 Yrs**	**200% - 4 Yrs**	**100% - 2 Yrs**	**150% - 3 Yrs**	**200% - 4 Yrs**	**150%**	**150%**
TOTAL COHORT	673						18,409	
University Parallel Graduates	37	72	87	5.5%	10.7%	12.9%	2,562	13.9%
Technical Graduates	7	21	22	1.0%	3.1%	3.3%	849	4.6%
Certificate Graduates	49	60	64	7.3%	8.9%	9.5%	1,011	5.5%
TOTAL GRADUATE	**93**	**153**	**173**	**13.8%**	**22.7%**	**25.7%**	**4,422**	**24.0%**
Transfer Four-year (no complete)	59	105	135	8.8%	15.6%	20.1%	2,121	11.5%
Transfer Two-year (no complete)	37	55	62	5.5%	8.2%	9.2%	1,735	9.4%
TOTAL TRANSFER-OUT	**96**	**160**	**197**	**14.3%**	**23.8%**	**29.3%**	**3,856**	**20.9%**
TOTAL REMAINING ENROLLED	**121**	**53**	**48**	**18.0%**	**7.9%**	**7.1%**	**1,232**	**6.7%**
TOTAL STUDENT SUCCESS	**310**	**366**	**418**	**46.1%**	**54.4%**	**62.1%**	**9,510**	**51.7%**
Based on first-time, full-time fall 2011 cohort.								

STUDENT RETENTION	**N**	**PCT**	**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
Retention in AA Programs	145	50.9%	8,194	58.6%
Retention in AAS Programs	22	47.8%	1,159	59.2%
TOTAL RETENTION	**167**	**50.5%**	**9,353**	**58.7%**
Based on 2013-14 first-time, full-time enrollment. Fall to Fall.				

Report Card 2014 - Coahoma Community College

STUDENT PROGRESS	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	30		1,311	
Earned 24 Credit Hours by End of 2nd Academic Year***	5	16.7%	189	14.4%
Full time, First time enrollment cohort*	449		16,964	
Earned 42 Credit Hours by End of 2nd Academic Year***	138	30.7%	6,855	40.4%
Credit hours successfully completed in the first term**	4,482	64.7%	197,714	71.9%
Credit hours successfully completed at the end of year two**	12,415	68.9%	586,217	75.2%

Based on 2013-14 Fall enrollment cohorts. **Based on 2013-14 total enrollment. ***Academic Year is defined as Summer, Fall and Spring.

WORKFORCE DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	138	95.8%	4,232	88.4%
Licensure Exam Pass Rates	135	90.6%	2,319	90.6%
Workforce Training Contact Hours*	376,296		4,977,082	
Workforce Training Enrollment - Duplicated Headcount*	6,833		259,083	
Workforce Training Enrollment - Unduplicated Headcount*	3,202		95,524	
Workforce Enrollment that Received State/Industry Credential	595		32,946	

Based on 2013-14 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.

COMMUNITY DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	1,930		21,253	
Special Interest Courses	5,152		11,405	

Based on 2013-14 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	1,429	$24,129	1,509	$25,463

Based on 2013-14 Non-credit Workforce Development headcount employed one quarter before and one quarter after training. Includes WET and non-WET funded workforce activities.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	80	$15,573	92	$17,771
AAS Degree Graduates	31	$14,303	45	$24,527
Certificate Graduates	34	$14,737	40	$23,511

Based on 2013-14 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	N	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First time entering students	109	2,057
HSEs awarded at the Institution	100	3,903
ADULT BASIC EDUCATION	**N**	**SYSTEM TOTAL N**
Adult Basic Education Enrollment	432	12,110

Based on 2013-14 (July 1-June 30) headcount.

Report Card 2014 - Coahoma Community College

TOTAL ENROLLMENT	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
	N	SYSTEM TOTAL N	N	SYSTEM TOTAL N
Headcount	449	16,964	2,709	102,004

COLLEGE READINESS ENROLLMENT	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
	N	SYSTEM TOTAL N	N	SYSTEM TOTAL N
Headcount in Developmental courses	143	10,517	314	28,106
Enrollment in a Developmental Math courses during the first academic year	121	9,565	251	24,922
Enrollment in a Developmental English courses during the first academic year	96	5,868	162	11,726
Enrollment in a Developmental Reading courses during the first academic year	60	2,728	106	5,157

Based on 2013-14 enrollment.

COLLEGE READINESS SUCCESS	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		SYSTEM TOTAL		COMMUNITY COLLEGE		SYSTEM TOTAL	
	N	PCT	N	PCT	N	PCT	N	PCT
Headcount of students in developmental English courses during the first academic year	102		5,257		167		11,587	
Students (from row above) enrolled in English Composition I	69	67.6%	2,826	53.8%	105	62.9%	5,254	45.3%
Students (from row above) who successfully completed English Composition I	55	79.7%	2,138	75.7%	77	73.3%	3,897	74.2%
Headcount of students in developmental Math courses during the first academic year	149		8,630		331		24,169	
Students (from row above) enrolled in Intermediate Algebra	125	83.9%	5,985	69.4%	287	86.7%	16,261	67.3%
Students (from row above) who successfully completed Intermediate Algebra	102	81.6%	4,386	73.3%	218	76.0%	11,210	68.9%
Headcount of students in developmental Math courses during the first academic year	149		8,630		331		24,169	
Students (from row above) enrolled in College Algebra	85	57.0%	3,361	38.9%	160	48.3%	8,102	33.5%
Students (from row above) who successfully completed College Algebra	62	72.9%	2,592	77.1%	113	70.6%	6,202	76.5%

Based on fall 2012 cohort and 2012-13 enrollment.

Report Card 2014 - Copiah-Lincoln Community College

Aspect of Mission	Community College		All MS Community and Junior Colleges	
STUDENT ENROLLMENT	**N**	**FTE**	**SYSTEM TOTAL N**	**SYSTEM TOTAL FTE**
University Parallel (AA Degrees)	3,011	2,109	74,859	49,368
Technical (AAS Degrees)	565	464	14,172	10,948
Certificates	226	170	5,542	4,261
Non-degree Seeking/Dual Enrollment	350	89	7,431	1,647
TOTAL STUDENTS SERVED	**4,152**	**2,832**	**102,004**	**66,224**
Based on 2013-14 enrollment.				

DEGREES	**N**	**SYSTEM TOTAL N**
University Parallel (AA Degrees)	456	7,473
Technical (AAS Degrees)	207	4,907
Certificates (1 & 2 Year)	123	3,791
TOTAL DEGREES AWARDED	**786**	**16,171**
Based on 2013-14 enrollment.		

STUDENT SUCCESS	**N**			**PCT**			**SYSTEM TOTAL N** 150%	**SYSTEM TOTAL PCT** 150%
	100% 2 Yrs	150% 3 Yrs	200% 4 Yrs	100% 2 Yrs	150% 3 Yrs	200% 4 Yrs		
TOTAL COHORT	873						18,409	
University Parallel Graduates	106	178	192	12.1%	20.4%	22.0%	2,562	13.9%
Technical Graduates	14	41	51	1.6%	4.7%	5.8%	849	4.6%
Certificate Graduates	44	55	56	5.0%	6.3%	6.4%	1,011	5.5%
TOTAL GRADUATE	**164**	**274**	**299**	**18.8%**	**31.4%**	**34.2%**	**4,422**	**24.0%**
Transfer Four-year (no complete)	40	102	117	4.6%	11.7%	13.4%	2,121	11.5%
Transfer Two-year (no complete)	57	78	87	6.5%	8.9%	10.0%	1,735	9.4%
TOTAL TRANSFER-OUT	**97**	**180**	**204**	**11.1%**	**20.6%**	**23.4%**	**3,856**	**20.9%**
TOTAL REMAINING ENROLLED	**107**	**42**	**23**	**12.3%**	**4.8%**	**2.6%**	**1,232**	**6.7%**
TOTAL STUDENT SUCCESS	**368**	**496**	**526**	**42.2%**	**56.8%**	**60.3%**	**9,510**	**51.7%**
Based on first-time, full-time fall 2011 cohort.								

STUDENT RETENTION	**N**	**PCT**	**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
Retention in AA Programs	321	62.0%	8,194	58.6%
Retention in AAS Programs	58	61.1%	1,159	59.2%
TOTAL RETENTION	**379**	**61.8%**	**9,353**	**58.7%**
Based on 2013-14 first-time, full-time enrollment. Fall to Fall.				

Report Card 2014 - Copiah-Lincoln Community College

STUDENT PROGRESS	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	34		1,311	
Earned 24 Credit Hours by End of 2nd Academic Year***	1	2.9%	189	14.4%
Full time, First time enrollment cohort*	648		16,964	
Earned 42 Credit Hours by End of 2nd Academic Year***	295	45.5%	6,855	40.4%
Credit hours successfully completed in the first term**	8,304	77.4%	197,714	71.9%
Credit hours successfully completed at the end of year two**	24,294	79.1%	586,217	75.2%

Based on 2013-14 Fall enrollment cohorts. **Based on 2013-14 total enrollment. ***Academic Year is defined as Summer, Fall and Spring.

WORKFORCE DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	131	78.4%	4,232	88.4%
Licensure Exam Pass Rates	136	96.5%	2,319	90.6%
Workforce Training Contact Hours*	131,967		4,977,082	
Workforce Training Enrollment - Duplicated Headcount*	17,568		259,083	
Workforce Training Enrollment - Unduplicated Headcount*	5,544		95,524	
Workforce Enrollment that Received State/Industry Credential	999		32,946	

Based on 2013-14 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.

COMMUNITY DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	362		21,253	
Special Interest Courses	780		11,405	

Based on 2013-14 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	4,532	$34,810	4,607	$36,365

Based on 2013-14 Non-credit Workforce Development headcount employed one quarter before and one quarter after training. Includes WET and non-WET funded workforce activities.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	164	$9,449	229	$15,130
AAS Degree Graduates	102	$10,553	139	$35,422
Certificate Graduates	38	$12,765	74	$23,849

Based on 2013-14 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	N	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First time entering students	65	2,057
HSEs awarded at the Institution	182	3,903
ADULT BASIC EDUCATION	**N**	**SYSTEM TOTAL N**
Adult Basic Education Enrollment	587	12,110

Based on 2013-14 (July 1-June 30) headcount.

Report Card 2014 - Copiah-Lincoln Community College

	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount	648	16,964	4,152	102,004

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount in Developmental courses	430	10,517	1,058	28,106
Enrollment in a Developmental Math courses during the first academic year	359	9,565	870	24,922
Enrollment in a Developmental English courses during the first academic year	304	5,868	592	11,726
Enrollment in a Developmental Reading courses during the first academic year	87	2,728	155	5,157

Based on 2013-14 enrollment.

	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		**SYSTEM TOTAL**		**COMMUNITY COLLEGE**		**SYSTEM TOTAL**	
COLLEGE READINESS SUCCESS	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**
Headcount of students in developmental English courses during the first academic year	370		5,257		759		11,587	
Students (from row above) enrolled in English Composition I	228	61.6%	2,826	53.8%	393	51.8%	5,254	45.3%
Students (from row above) who successfully completed English Composition I	185	81.1%	2,138	75.7%	311	79.1%	3,897	74.2%
Headcount of students in developmental Math courses during the first academic year	489		8,630		1,216		24,169	
Students (from row above) enrolled in Intermediate Algebra	406	83.0%	5,985	69.4%	977	80.3%	16,261	67.3%
Students (from row above) who successfully completed Intermediate Algebra	344	84.7%	4,386	73.3%	763	78.1%	11,210	68.9%
Headcount of students in developmental Math courses during the first academic year	489		8,630		1,216		24,169	
Students (from row above) enrolled in College Algebra	274	56.0%	3,361	38.9%	570	46.9%	8,102	33.5%
Students (from row above) who successfully completed College Algebra	229	83.6%	2,592	77.1%	487	85.4%	6,202	76.5%

Based on fall 2012 cohort and 2012-13 enrollment.

Report Card 2014 - East Central Community College

Aspect of Mission	Community College		All MS Community and Junior Colleges	
STUDENT ENROLLMENT	**N**	**FTE**	**SYSTEM TOTAL N**	**SYSTEM TOTAL FTE**
University Parallel (AA Degrees)	2,052	1,599	74,859	49,368
Technical (AAS Degrees)	676	542	14,172	10,948
Certificates	163	126	5,542	4,261
Non-degree Seeking/Dual Enrollment	324	84	7,431	1,647
TOTAL STUDENTS SERVED	**3,215**	**2,351**	**102,004**	**66,224**
Based on 2013-14 enrollment.				

DEGREES	**N**	**SYSTEM TOTAL N**
University Parallel (AA Degrees)	209	7,473
Technical (AAS Degrees)	134	4,907
Certificates (1 & 2 Year)	76	3,791
TOTAL DEGREES AWARDED	**419**	**16,171**
Based on 2013-14 enrollment.		

STUDENT SUCCESS	**N** 100% 2 Yrs	150% 3 Yrs	200% 4 Yrs	**PCT** 100% 2 Yrs	150% 3 Yrs	200% 4 Yrs	**SYSTEM TOTAL N** 150%	**SYSTEM TOTAL PCT** 150%
TOTAL COHORT	858						18,409	
University Parallel Graduates	80	98	117	9.3%	11.4%	13.6%	2,562	13.9%
Technical Graduates	25	46	54	2.9%	5.4%	6.3%	849	4.6%
Certificate Graduates	42	51	52	4.9%	5.9%	6.1%	1,011	5.5%
TOTAL GRADUATE	**147**	**195**	**223**	**17.1%**	**22.7%**	**26.0%**	**4,422**	**24.0%**
Transfer Four-year (no complete)	42	105	120	4.9%	12.2%	14.0%	2,121	11.5%
Transfer Two-year (no complete)	106	127	141	12.4%	14.8%	16.4%	1,735	9.4%
TOTAL TRANSFER-OUT	**148**	**232**	**261**	**17.2%**	**27.0%**	**30.4%**	**3,856**	**20.9%**
TOTAL REMAINING ENROLLED	**118**	**46**	**28**	**13.8%**	**5.4%**	**3.3%**	**1,232**	**6.7%**
TOTAL STUDENT SUCCESS	**413**	**473**	**512**	**48.1%**	**55.1%**	**59.7%**	**9,510**	**51.7%**
Based on first-time, full-time fall 2011 cohort.								

STUDENT RETENTION	**N**	**PCT**	**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
Retention in AA Programs	365	62.9%	8,194	58.6%
Retention in AAS Programs	88	54.7%	1,159	59.2%
TOTAL RETENTION	**453**	**61.1%**	**9,353**	**58.7%**
Based on 2013-14 first-time, full-time enrollment. Fall to Fall.				

Report Card 2014 - East Central Community College

STUDENT PROGRESS	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	38		1,311	
Earned 24 Credit Hours by End of 2nd Academic Year***	7	18.4%	189	14.4%
Full time, First time enrollment cohort*	783		16,964	
Earned 42 Credit Hours by End of 2nd Academic Year***	356	45.5%	6,855	40.4%
Credit hours successfully completed in the first term**	9,648	73.2%	197,714	71.9%
Credit hours successfully completed at the end of year two**	30,449	76.7%	586,217	75.2%

Based on 2013-14 Fall enrollment cohorts. **Based on 2013-14 total enrollment. ***Academic Year is defined as Summer, Fall and Spring.

WORKFORCE DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	188	84.3%	4,232	88.4%
Licensure Exam Pass Rates	44	81.5%	2,319	90.6%
Workforce Training Contact Hours*	182,939		4,977,082	
Workforce Training Enrollment - Duplicated Headcount*	16,012		259,083	
Workforce Training Enrollment - Unduplicated Headcount*	10,081		95,524	
Workforce Enrollment that Received State/Industry Credential	1,438		32,946	

Based on 2013-14 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.

COMMUNITY DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	302		21,253	
Special Interest Courses	10		11,405	

Based on 2013-14 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	8,012	$25,547	8,381	$26,700

Based on 2013-14 Non-credit Workforce Development headcount employed one quarter before and one quarter after training. Includes WET and non-WET funded workforce activities.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	88	$9,196	120	$15,455
AAS Degree Graduates	76	$11,475	99	$32,578
Certificate Graduates	34	$10,862	48	$23,143

Based on 2013-14 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	N	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First time entering students	64	2,057
HSEs awarded at the Institution	264	3,903
ADULT BASIC EDUCATION	**N**	**SYSTEM TOTAL N**
Adult Basic Education Enrollment	458	12,110

Based on 2013-14 (July 1-June 30) headcount.

Report Card 2014 - East Central Community College

	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount	783	16,964	3,215	102,004

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount in Developmental courses	384	10,517	723	28,106
Enrollment in a Developmental Math courses during the first academic year	352	9,565	622	24,922
Enrollment in a Developmental English courses during the first academic year	134	5,868	228	11,726
Enrollment in a Developmental Reading courses during the first academic year	48	2,728	77	5,157

Based on 2013-14 enrollment.

	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		**SYSTEM TOTAL**		**COMMUNITY COLLEGE**		**SYSTEM TOTAL**	
COLLEGE READINESS SUCCESS	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**
Headcount of students in developmental English courses during the first academic year	133		5,257		276		11,587	
Students (from row above) enrolled in English Composition I	44	33.1%	2,826	53.8%	93	33.7%	5,254	45.3%
Students (from row above) who successfully completed English Composition I	32	72.7%	2,138	75.7%	63	67.7%	3,897	74.2%
Headcount of students in developmental Math courses during the first academic year	327		8,630		671		24,169	
Students (from row above) enrolled in Intermediate Algebra	321	98.2%	5,985	69.4%	654	97.5%	16,261	67.3%
Students (from row above) who successfully completed Intermediate Algebra	228	71.0%	4,386	73.3%	433	66.2%	11,210	68.9%
Headcount of students in developmental Math courses during the first academic year	327		8,630		671		24,169	
Students (from row above) enrolled in College Algebra	186	56.9%	3,361	38.9%	309	46.1%	8,102	33.5%
Students (from row above) who successfully completed College Algebra	131	70.4%	2,592	77.1%	219	70.9%	6,202	76.5%

Based on fall 2012 cohort and 2012-13 enrollment.

Report Card 2014 - East Mississippi Community College

Aspect of Mission	Community College		All MS Community and Junior Colleges	
STUDENT ENROLLMENT	**N**	**FTE**	**SYSTEM TOTAL N**	**SYSTEM TOTAL FTE**
University Parallel (AA Degrees)	5,255	3,364	74,859	49,368
Technical (AAS Degrees)	562	457	14,172	10,948
Certificates	328	253	5,542	4,261
Non-degree Seeking/Dual Enrollment	265	66	7,431	1,647
TOTAL STUDENTS SERVED	**6,410**	**4,140**	**102,004**	**66,224**

Based on 2013-14 enrollment.

DEGREES	**N**	**SYSTEM TOTAL N**
University Parallel (AA Degrees)	537	7,473
Technical (AAS Degrees)	158	4,907
Certificates (1 & 2 Year)	202	3,791
TOTAL DEGREES AWARDED	**897**	**16,171**

Based on 2013-14 enrollment.

STUDENT SUCCESS	**N**			**PCT**			**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
	100% - 2 Yrs	**150% - 3 Yrs**	**200% - 4 Yrs**	**100% - 2 Yrs**	**150% - 3 Yrs**	**200% - 4 Yrs**	**150%**	**150%**
TOTAL COHORT	701						18,409	
University Parallel Graduates	60	103	119	8.6%	14.7%	17.0%	2,562	13.9%
Technical Graduates	6	18	22	0.9%	2.6%	3.1%	849	4.6%
Certificate Graduates	47	55	56	6.7%	7.8%	8.0%	1,011	5.5%
TOTAL GRADUATE	**113**	**176**	**197**	**16.1%**	**25.1%**	**28.1%**	**4,422**	**24.0%**
Transfer Four-year (no complete)	35	75	89	5.0%	10.7%	12.7%	2,121	11.5%
Transfer Two-year (no complete)	73	93	100	10.4%	13.3%	14.3%	1,735	9.4%
TOTAL TRANSFER-OUT	**108**	**168**	**189**	**15.4%**	**24.0%**	**27.0%**	**3,856**	**20.9%**
TOTAL REMAINING ENROLLED	**108**	**56**	**35**	**15.4%**	**8.0%**	**5.0%**	**1,232**	**6.7%**
TOTAL STUDENT SUCCESS	**329**	**400**	**421**	**46.9%**	**57.1%**	**60.1%**	**9,510**	**51.7%**

Based on first-time, full-time fall 2011 cohort.

STUDENT RETENTION	**N**	**PCT**	**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
Retention in AA Programs	416	58.5%	8,194	58.6%
Retention in AAS Programs	34	60.7%	1,159	59.2%
TOTAL RETENTION	**450**	**58.7%**	**9,353**	**58.7%**

Based on 2013-14 first-time, full-time enrollment. Fall to Fall.

Report Card 2014 - East Mississippi Community College

STUDENT PROGRESS	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	79		1,311	
Earned 24 Credit Hours by End of 2nd Academic Year***	10	12.7%	189	14.4%
Full time, First time enrollment cohort*	833		16,964	
Earned 42 Credit Hours by End of 2nd Academic Year***	329	39.5%	6,855	40.4%
Credit hours successfully completed in the first term**	9,754	71.2%	197,714	71.9%
Credit hours successfully completed at the end of year two**	29,191	74.5%	586,217	75.2%

Based on 2013-14 Fall enrollment cohorts. **Based on 2013-14 total enrollment. ***Academic Year is defined as Summer, Fall and Spring.

WORKFORCE DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	62	68.1%	4,232	88.4%
Licensure Exam Pass Rates	74	81.3%	2,319	90.6%
Workforce Training Contact Hours*	93,722		4,977,082	
Workforce Training Enrollment - Duplicated Headcount*	14,179		259,083	
Workforce Training Enrollment - Unduplicated Headcount*	5,522		95,524	
Workforce Enrollment that Received State/Industry Credential	969		32,946	

Based on 2013-14 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.

COMMUNITY DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	0		21,253	
Special Interest Courses	0		11,405	

Based on 2013-14 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	3,912	$31,569	4,237	$35,307

Based on 2013-14 Non-credit Workforce Development headcount employed one quarter before and one quarter after training. Includes WET and non-WET funded workforce activities.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	236	$11,073	298	$17,510
AAS Degree Graduates	74	$11,196	98	$24,710
Certificate Graduates	88	$11,965	120	$26,792

Based on 2013-14 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	N	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First time entering students	126	2,057
HSEs awarded at the Institution	160	3,903

ADULT BASIC EDUCATION	N	SYSTEM TOTAL N
Adult Basic Education Enrollment	482	12,110

Based on 2013-14 (July 1-June 30) headcount.

Report Card 2014 - East Mississippi Community College

	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount	833	16,964	6,410	102,004

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount in Developmental courses	451	10,517	1,622	28,106
Enrollment in a Developmental Math courses during the first academic year	355	9,565	1,245	24,922
Enrollment in a Developmental English courses during the first academic year	318	5,868	867	11,726
Enrollment in a Developmental Reading courses during the first academic year	314	2,728	786	5,157

Based on 2013-14 enrollment.

	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		**SYSTEM TOTAL**		**COMMUNITY COLLEGE**		**SYSTEM TOTAL**	
COLLEGE READINESS SUCCESS	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**
Headcount of students in developmental English courses during the first academic year	233		5,257		1,014		11,587	
Students (from row above) enrolled in English Composition I	87	37.3%	2,826	53.8%	308	30.4%	5,254	45.3%
Students (from row above) who successfully completed English Composition I	63	72.4%	2,138	75.7%	227	73.7%	3,897	74.2%
Headcount of students in developmental Math courses during the first academic year	261		8,630		1,349		24,169	
Students (from row above) enrolled in Intermediate Algebra	187	71.6%	5,985	69.4%	882	65.4%	16,261	67.3%
Students (from row above) who successfully completed Intermediate Algebra	123	65.8%	4,386	73.3%	521	59.1%	11,210	68.9%
Headcount of students in developmental Math courses during the first academic year	261		8,630		1,349		24,169	
Students (from row above) enrolled in College Algebra	86	33.0%	3,361	38.9%	354	26.2%	8,102	33.5%
Students (from row above) who successfully completed College Algebra	51	59.3%	2,592	77.1%	229	64.7%	6,202	76.5%

Based on fall 2012 cohort and 2012-13 enrollment.

Report Card 2014 - Hinds Community College

Aspect of Mission	Community College		All MS Community and Junior Colleges	
STUDENT ENROLLMENT	**N**	**FTE**	**SYSTEM TOTAL N**	**SYSTEM TOTAL FTE**
University Parallel (AA Degrees)	10,736	7,076	74,859	49,368
Technical (AAS Degrees)	2,041	1,649	14,172	10,948
Certificates	1,105	887	5,542	4,261
Non-degree Seeking/Dual Enrollment	2,267	577	7,431	1,647
TOTAL STUDENTS SERVED	**16,149**	**10,189**	**102,004**	**66,224**
Based on 2013-14 enrollment.				

DEGREES	**N**	**SYSTEM TOTAL N**
University Parallel (AA Degrees)	814	7,473
Technical (AAS Degrees)	712	4,907
Certificates (1 & 2 Year)	1,164	3,791
TOTAL DEGREES AWARDED	**2,690**	**16,171**
Based on 2013-14 enrollment.		

STUDENT SUCCESS	**N** 100% 2 Yrs	150% 3 Yrs	200% 4 Yrs	**PCT** 100% 2 Yrs	150% 3 Yrs	200% 4 Yrs	**SYSTEM TOTAL N** 150%	**SYSTEM TOTAL PCT** 150%
TOTAL COHORT	2,626						18,409	
University Parallel Graduates	114	251	315	4.3%	9.6%	12.0%	2,562	13.9%
Technical Graduates	70	140	181	2.7%	5.3%	6.9%	849	4.6%
Certificate Graduates	134	168	186	5.1%	6.4%	7.1%	1,011	5.5%
TOTAL GRADUATE	**318**	**559**	**682**	**12.1%**	**21.3%**	**26.0%**	**4,422**	**24.0%**
Transfer Four-year (no complete)	177	322	417	6.7%	12.3%	15.9%	2,121	11.5%
Transfer Two-year (no complete)	206	287	321	7.8%	10.9%	12.2%	1,735	9.4%
TOTAL TRANSFER-OUT	**383**	**609**	**738**	**14.6%**	**23.2%**	**28.1%**	**3,856**	**20.9%**
TOTAL REMAINING ENROLLED	**378**	**184**	**131**	**14.4%**	**7.0%**	**5.0%**	**1,232**	**6.7%**
TOTAL STUDENT SUCCESS	**1,079**	**1,352**	**1,551**	**41.1%**	**51.5%**	**59.1%**	**9,510**	**51.7%**
Based on first-time, full-time fall 2011 cohort.								

STUDENT RETENTION	**N**	**PCT**	**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
Retention in AA Programs	1,163	51.8%	8,194	58.6%
Retention in AAS Programs	146	60.6%	1,159	59.2%
TOTAL RETENTION	**1,309**	**52.6%**	**9,353**	**58.7%**
Based on 2013-14 first-time, full-time enrollment. Fall to Fall.				

Report Card 2014 - Hinds Community College

STUDENT PROGRESS	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	175		1,311	
Earned 24 Credit Hours by End of 2nd Academic Year***	20	11.4%	189	14.4%
Full time, First time enrollment cohort*	2,706		16,964	
Earned 42 Credit Hours by End of 2nd Academic Year***	821	30.3%	6,855	40.4%
Credit hours successfully completed in the first term**	29,208	65.7%	197,714	71.9%
Credit hours successfully completed at the end of year two**	78,720	69.6%	586,217	75.2%

Based on 2013-14 Fall enrollment cohorts. **Based on 2013-14 total enrollment. ***Academic Year is defined as Summer, Fall and Spring.

WORKFORCE DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	199	91.3%	4,232	88.4%
Licensure Exam Pass Rates	205	94.0%	2,319	90.6%
Workforce Training Contact Hours*	77,810		4,977,082	
Workforce Training Enrollment - Duplicated Headcount*	20,437		259,083	
Workforce Training Enrollment - Unduplicated Headcount*	4,800		95,524	
Workforce Enrollment that Received State/Industry Credential	0		32,946	

Based on 2013-14 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.

COMMUNITY DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	9,907		21,253	
Special Interest Courses	87		11,405	

Based on 2013-14 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	4,240	$41,771	4,349	$43,006

Based on 2013-14 Non-credit Workforce Development headcount employed one quarter before and one quarter after training. Includes WET and non-WET funded workforce activities.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	393	$13,839	459	$17,376
AAS Degree Graduates	388	$17,501	471	$31,340
Certificate Graduates	344	$15,216	409	$24,943

Based on 2013-14 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	N	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First time entering students	340	2,057
HSEs awarded at the Institution	202	3,903

ADULT BASIC EDUCATION	N	SYSTEM TOTAL N
Adult Basic Education Enrollment	1,764	12,110

Based on 2013-14 (July 1-June 30) headcount.

Report Card 2014 - Hinds Community College

TOTAL ENROLLMENT	FIRST TIME, FULL TIME STUDENTS N	FIRST TIME, FULL TIME STUDENTS SYSTEM TOTAL N	ALL STUDENTS N	ALL STUDENTS SYSTEM TOTAL N
Headcount	2,706	16,964	16,149	102,004

COLLEGE READINESS ENROLLMENT	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses N	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses SYSTEM TOTAL N	ALL STUDENTS In 1 or More Developmental Courses N	ALL STUDENTS In 1 or More Developmental Courses SYSTEM TOTAL N
Headcount in Developmental courses	2,108	10,517	5,839	28,106
Enrollment in a Developmental Math courses during the first academic year	1,995	9,565	5,311	24,922
Enrollment in a Developmental English courses during the first academic year	1,343	5,868	2,699	11,726
Enrollment in a Developmental Reading courses during the first academic year	812	2,728	1,471	5,157

Based on 2013-14 enrollment.

	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		SYSTEM TOTAL		COMMUNITY COLLEGE		SYSTEM TOTAL	
COLLEGE READINESS SUCCESS	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**
Headcount of students in developmental English courses during the first academic year	1,038		5,257		2,262		11,587	
Students (from row above) enrolled in English Composition I	478	46.1%	2,826	53.8%	937	41.4%	5,254	45.3%
Students (from row above) who successfully completed English Composition I	352	73.6%	2,138	75.7%	686	73.2%	3,897	74.2%
Headcount of students in developmental Math courses during the first academic year	1,329		8,630		3,755		24,169	
Students (from row above) enrolled in Intermediate Algebra	706	53.1%	5,985	69.4%	2,008	53.5%	16,261	67.3%
Students (from row above) who successfully completed Intermediate Algebra	503	71.2%	4,386	73.3%	1,367	68.1%	11,210	68.9%
Headcount of students in developmental Math courses during the first academic year	1,329		8,630		3,755		24,169	
Students (from row above) enrolled in College Algebra	371	27.9%	3,361	38.9%	1,015	27.0%	8,102	33.5%
Students (from row above) who successfully completed College Algebra	277	74.7%	2,592	77.1%	760	74.9%	6,202	76.5%

Based on fall 2012 cohort and 2012-13 enrollment.

Report Card 2014 - Holmes Community College

Aspect of Mission	Community College		All MS Community and Junior Colleges	
STUDENT ENROLLMENT	**N**	**FTE**	**SYSTEM TOTAL N**	**SYSTEM TOTAL FTE**
University Parallel (AA Degrees)	7,495	4,386	74,859	49,368
Technical (AAS Degrees)	1,334	895	14,172	10,948
Certificates	256	202	5,542	4,261
Non-degree Seeking/Dual Enrollment	384	84	7,431	1,647
TOTAL STUDENTS SERVED	**9,469**	**5,567**	**102,004**	**66,224**
Based on 2013-14 enrollment.				

DEGREES	**N**	**SYSTEM TOTAL N**
University Parallel (AA Degrees)	811	7,473
Technical (AAS Degrees)	166	4,907
Certificates (1 & 2 Year)	165	3,791
TOTAL DEGREES AWARDED	**1,142**	**16,171**
Based on 2013-14 enrollment.		

STUDENT SUCCESS	**N**			**PCT**			**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
	100% - 2 Yrs	**150% - 3 Yrs**	**200% - 4 Yrs**	**100% - 2 Yrs**	**150% - 3 Yrs**	**200% - 4 Yrs**	**150%**	**150%**
TOTAL COHORT	1,200						18,409	
University Parallel Graduates	92	175	215	7.7%	14.6%	17.9%	2,562	13.9%
Technical Graduates	8	18	23	0.7%	1.5%	1.9%	849	4.6%
Certificate Graduates	47	51	53	3.9%	4.3%	4.4%	1,011	5.5%
TOTAL GRADUATE	**147**	**244**	**291**	**12.3%**	**20.3%**	**24.3%**	**4,422**	**24.0%**
Transfer Four-year (no complete)	69	132	178	5.8%	11.0%	14.8%	2,121	11.5%
Transfer Two-year (no complete)	77	117	135	6.4%	9.8%	11.3%	1,735	9.4%
TOTAL TRANSFER-OUT	**146**	**249**	**313**	**12.2%**	**20.8%**	**26.1%**	**3,856**	**20.9%**
TOTAL REMAINING ENROLLED	**183**	**78**	**43**	**15.3%**	**6.5%**	**3.6%**	**1,232**	**6.7%**
TOTAL STUDENT SUCCESS	**476**	**571**	**647**	**39.7%**	**47.6%**	**53.9%**	**9,510**	**51.7%**
Based on first-time, full-time fall 2011 cohort.								

STUDENT RETENTION	**N**	**PCT**	**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
Retention in AA Programs	462	54.2%	8,194	58.6%
Retention in AAS Programs	59	37.1%	1,159	59.2%
TOTAL RETENTION	**521**	**51.5%**	**9,353**	**58.7%**
Based on 2013-14 first-time, full-time enrollment. Fall to Fall.				

Report Card 2014 - Holmes Community College

STUDENT PROGRESS	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	120		1,311	
Earned 24 Credit Hours by End of 2nd Academic Year***	14	11.7%	189	14.4%
Full time, First time enrollment cohort*	1,050		16,964	
Earned 42 Credit Hours by End of 2nd Academic Year***	326	31.0%	6,855	40.4%
Credit hours successfully completed in the first term**	11,407	65.9%	197,714	71.9%
Credit hours successfully completed at the end of year two**	31,100	69.2%	586,217	75.2%

Based on 2013-14 Fall enrollment cohorts. **Based on 2013-14 total enrollment. ***Academic Year is defined as Summer, Fall and Spring.

WORKFORCE DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	91	79.8%	4,232	88.4%
Licensure Exam Pass Rates	91	79.8%	2,319	90.6%
Workforce Training Contact Hours*	323,348		4,977,082	
Workforce Training Enrollment - Duplicated Headcount*	15,779		259,083	
Workforce Training Enrollment - Unduplicated Headcount*	8,570		95,524	
Workforce Enrollment that Received State/Industry Credential	4,628		32,946	

Based on 2013-14 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.

COMMUNITY DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	53		21,253	
Special Interest Courses	0		11,405	

Based on 2013-14 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	6,467	$34,634	6,911	$37,883

Based on 2013-14 Non-credit Workforce Development headcount employed one quarter before and one quarter after training. Includes WET and non-WET funded workforce activities.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	445	$13,366	511	$25,323
AAS Degree Graduates	93	$18,421	109	$32,662
Certificate Graduates	78	$12,660	107	$30,562

Based on 2013-14 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	N	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First time entering students	106	2,057
HSEs awarded at the Institution	183	3,903
ADULT BASIC EDUCATION	**N**	**SYSTEM TOTAL N**
Adult Basic Education Enrollment	450	12,110

Based on 2013-14 (July 1-June 30) headcount.

Report Card 2014 - Holmes Community College

	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount	1,050	16,964	9,469	102,004

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount in Developmental courses	685	10,517	2,730	28,106
Enrollment in a Developmental Math courses during the first academic year	644	9,565	2,416	24,922
Enrollment in a Developmental English courses during the first academic year	402	5,868	1,195	11,726
Enrollment in a Developmental Reading courses during the first academic year	101	2,728	306	5,157

Based on 2013-14 enrollment.

	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		**SYSTEM TOTAL**		**COMMUNITY COLLEGE**		**SYSTEM TOTAL**	
COLLEGE READINESS SUCCESS	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**
Headcount of students in developmental English courses during the first academic year	382		5,257		999		11,587	
Students (from row above) enrolled in English Composition I	206	53.9%	2,826	53.8%	423	42.3%	5,254	45.3%
Students (from row above) who successfully completed English Composition I	144	69.9%	2,138	75.7%	300	70.9%	3,897	74.2%
Headcount of students in developmental Math courses during the first academic year	607		8,630		1,986		24,169	
Students (from row above) enrolled in Intermediate Algebra	436	71.8%	5,985	69.4%	1,409	70.9%	16,261	67.3%
Students (from row above) who successfully completed Intermediate Algebra	348	79.8%	4,386	73.3%	1,069	75.9%	11,210	68.9%
Headcount of students in developmental Math courses during the first academic year	607		8,630		1,986		24,169	
Students (from row above) enrolled in College Algebra	291	47.9%	3,361	38.9%	781	39.3%	8,102	33.5%
Students (from row above) who successfully completed College Algebra	218	74.9%	2,592	77.1%	609	78.0%	6,202	76.5%

Based on fall 2012 cohort and 2012-13 enrollment.

Report Card 2014 - Itawamba Community College

Aspect of Mission	Community College		All MS Community and Junior Colleges	
STUDENT ENROLLMENT	**N**	**FTE**	**SYSTEM TOTAL N**	**SYSTEM TOTAL FTE**
University Parallel (AA Degrees)	6,120	4,268	74,859	49,368
Technical (AAS Degrees)	1,097	855	14,172	10,948
Certificates	125	92	5,542	4,261
Non-degree Seeking/Dual Enrollment	392	80	7,431	1,647
TOTAL STUDENTS SERVED	**7,734**	**5,295**	**102,004**	**66,224**
Based on 2013-14 enrollment.				

DEGREES	**N**	**SYSTEM TOTAL N**
University Parallel (AA Degrees)	814	7,473
Technical (AAS Degrees)	359	4,907
Certificates (1 & 2 Year)	96	3,791
TOTAL DEGREES AWARDED	**1,269**	**16,171**
Based on 2013-14 enrollment.		

STUDENT SUCCESS	**N**			**PCT**			**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
	100% - 2 Yrs	**150% - 3 Yrs**	**200% - 4 Yrs**	**100% - 2 Yrs**	**150% - 3 Yrs**	**200% - 4 Yrs**	**150%**	**150%**
TOTAL COHORT	1,450						18,409	
University Parallel Graduates	198	340	377	13.7%	23.4%	26.0%	2,562	13.9%
Technical Graduates	25	64	90	1.7%	4.4%	6.2%	849	4.6%
Certificate Graduates	19	25	25	1.3%	1.7%	1.7%	1,011	5.5%
TOTAL GRADUATE	**242**	**429**	**492**	**16.7%**	**29.6%**	**33.9%**	**4,422**	**24.0%**
Transfer Four-year (no complete)	52	148	178	3.6%	10.2%	12.3%	2,121	11.5%
Transfer Two-year (no complete)	80	108	131	5.5%	7.4%	9.0%	1,735	9.4%
TOTAL TRANSFER-OUT	**132**	**256**	**309**	**9.1%**	**17.7%**	**21.3%**	**3,856**	**20.9%**
TOTAL REMAINING ENROLLED	**234**	**92**	**54**	**16.1%**	**6.3%**	**3.7%**	**1,232**	**6.7%**
TOTAL STUDENT SUCCESS	**608**	**777**	**855**	**41.9%**	**53.6%**	**59.0%**	**9,510**	**51.7%**
Based on first-time, full-time fall 2011 cohort.								

STUDENT RETENTION	**N**	**PCT**	**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
Retention in AA Programs	951	67.7%	8,194	58.6%
Retention in AAS Programs	115	73.2%	1,159	59.2%
TOTAL RETENTION	**1,066**	**68.2%**	**9,353**	**58.7%**
Based on 2013-14 first-time, full-time enrollment. Fall to Fall.				

Report Card 2014 - Itawamba Community College

STUDENT PROGRESS	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	60		1,311	
Earned 24 Credit Hours by End of 2nd Academic Year***	11	18.3%	189	14.4%
Full time, First time enrollment cohort*	1,570		16,964	
Earned 42 Credit Hours by End of 2nd Academic Year***	825	52.5%	6,855	40.4%
Credit hours successfully completed in the first term**	19,818	76.1%	197,714	71.9%
Credit hours successfully completed at the end of year two**	62,605	77.5%	586,217	75.2%

Based on 2013-14 Fall enrollment cohorts. **Based on 2013-14 total enrollment. ***Academic Year is defined as Summer, Fall and Spring.

WORKFORCE DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	463	91.0%	4,232	88.4%
Licensure Exam Pass Rates	233	90.3%	2,319	90.6%
Workforce Training Contact Hours*	988,706		4,977,082	
Workforce Training Enrollment - Duplicated Headcount*	21,803		259,083	
Workforce Training Enrollment - Unduplicated Headcount*	10,476		95,524	
Workforce Enrollment that Received State/Industry Credential	3,157		32,946	

Based on 2013-14 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.

COMMUNITY DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	419		21,253	
Special Interest Courses	2,603		11,405	

Based on 2013-14 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	8,175	$28,141	8,627	$30,523

Based on 2013-14 Non-credit Workforce Development headcount employed one quarter before and one quarter after training. Includes WET and non-WET funded workforce activities.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	398	$10,846	495	$16,868
AAS Degree Graduates	202	$15,969	249	$34,665
Certificate Graduates	56	$14,176	73	$24,923

Based on 2013-14 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	N	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First time entering students	167	2,057
HSEs awarded at the Institution	366	3,903
ADULT BASIC EDUCATION	**N**	**SYSTEM TOTAL N**
Adult Basic Education Enrollment	1,206	12,110

Based on 2013-14 (July 1-June 30) headcount.

Report Card 2014 - Itawamba Community College

	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount	1,570	16,964	7,734	102,004

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount in Developmental courses	1,088	10,517	2,506	28,106
Enrollment in a Developmental Math courses during the first academic year	1,010	9,565	2,248	24,922
Enrollment in a Developmental English courses during the first academic year	512	5,868	928	11,726
Enrollment in a Developmental Reading courses during the first academic year	399	2,728	743	5,157

Based on 2013-14 enrollment.

	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		**SYSTEM TOTAL**		**COMMUNITY COLLEGE**		**SYSTEM TOTAL**	
COLLEGE READINESS SUCCESS	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**
Headcount of students in developmental English courses during the first academic year	422		5,257		895		11,587	
Students (from row above) enrolled in English Composition I	219	51.9%	2,826	53.8%	381	42.6%	5,254	45.3%
Students (from row above) who successfully completed English Composition I	181	82.6%	2,138	75.7%	308	80.8%	3,897	74.2%
Headcount of students in developmental Math courses during the first academic year	830		8,630		2,232		24,169	
Students (from row above) enrolled in Intermediate Algebra	542	65.3%	5,985	69.4%	1,336	59.9%	16,261	67.3%
Students (from row above) who successfully completed Intermediate Algebra	462	85.2%	4,386	73.3%	1,015	76.0%	11,210	68.9%
Headcount of students in developmental Math courses during the first academic year	830		8,630		2,232		24,169	
Students (from row above) enrolled in College Algebra	376	45.3%	3,361	38.9%	787	35.3%	8,102	33.5%
Students (from row above) who successfully completed College Algebra	315	83.8%	2,592	77.1%	647	82.2%	6,202	76.5%

Based on fall 2012 cohort and 2012-13 enrollment.

Report Card 2014 - Jones County Junior College

Aspect of Mission	Community College		All MS Community and Junior Colleges	
STUDENT ENROLLMENT	**N**	**FTE**	**SYSTEM TOTAL N**	**SYSTEM TOTAL FTE**
University Parallel (AA Degrees)	4,553	3,533	74,859	49,368
Technical (AAS Degrees)	856	718	14,172	10,948
Certificates	213	156	5,542	4,261
Non-degree Seeking/Dual Enrollment	513	115	7,431	1,647
TOTAL STUDENTS SERVED	**6,135**	**4,522**	**102,004**	**66,224**
Based on 2013-14 enrollment.				

DEGREES	**N**	**SYSTEM TOTAL N**
University Parallel (AA Degrees)	559	7,473
Technical (AAS Degrees)	185	4,907
Certificates (1 & 2 Year)	230	3,791
TOTAL DEGREES AWARDED	**974**	**16,171**
Based on 2013-14 enrollment.		

STUDENT SUCCESS	**N** 100% 2 Yrs	150% 3 Yrs	200% 4 Yrs	**PCT** 100% 2 Yrs	150% 3 Yrs	200% 4 Yrs	**SYSTEM TOTAL N** 150%	**SYSTEM TOTAL PCT** 150%
TOTAL COHORT	1,356						18,409	
University Parallel Graduates	160	250	262	11.8%	18.4%	19.3%	2,562	13.9%
Technical Graduates	20	40	52	1.5%	2.9%	3.8%	849	4.6%
Certificate Graduates	62	76	79	4.6%	5.6%	5.8%	1,011	5.5%
TOTAL GRADUATE	**242**	**366**	**393**	**17.8%**	**27.0%**	**29.0%**	**4,422**	**24.0%**
Transfer Four-year (no complete)	62	151	191	4.6%	11.1%	14.1%	2,121	11.5%
Transfer Two-year (no complete)	128	159	170	9.4%	11.7%	12.5%	1,735	9.4%
TOTAL TRANSFER-OUT	**190**	**310**	**361**	**14.0%**	**22.9%**	**26.6%**	**3,856**	**20.9%**
TOTAL REMAINING ENROLLED	**186**	**76**	**34**	**13.7%**	**5.6%**	**2.5%**	**1,232**	**6.7%**
TOTAL STUDENT SUCCESS	**618**	**752**	**788**	**45.6%**	**55.5%**	**58.1%**	**9,510**	**51.7%**
Based on first-time, full-time fall 2011 cohort.								

STUDENT RETENTION	**N**	**PCT**	**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
Retention in AA Programs	661	56.9%	8,194	58.6%
Retention in AAS Programs	65	53.7%	1,159	59.2%
TOTAL RETENTION	**726**	**56.6%**	**9,353**	**58.7%**
Based on 2013-14 first-time, full-time enrollment. Fall to Fall.				

Report Card 2014 - Jones County Junior College

STUDENT PROGRESS	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	48		1,311	
Earned 24 Credit Hours by End of 2nd Academic Year***	5	10.4%	189	14.4%
Full time, First time enrollment cohort*	1,298		16,964	
Earned 42 Credit Hours by End of 2nd Academic Year***	505	38.9%	6,855	40.4%
Credit hours successfully completed in the first term**	15,526	69.1%	197,714	71.9%
Credit hours successfully completed at the end of year two**	44,336	70.8%	586,217	75.2%

Based on 2013-14 Fall enrollment cohorts. **Based on 2013-14 total enrollment. ***Academic Year is defined as Summer, Fall and Spring.

WORKFORCE DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	484	90.3%	4,232	88.4%
Licensure Exam Pass Rates	205	94.0%	2,319	90.6%
Workforce Training Contact Hours*	214,856		4,977,082	
Workforce Training Enrollment - Duplicated Headcount*	53,623		259,083	
Workforce Training Enrollment - Unduplicated Headcount*	6,356		95,524	
Workforce Enrollment that Received State/Industry Credential	1,397		32,946	

Based on 2013-14 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.

COMMUNITY DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	417		21,253	
Special Interest Courses	235		11,405	

Based on 2013-14 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	4,985	$30,256	5,262	$32,317

Based on 2013-14 Non-credit Workforce Development headcount employed one quarter before and one quarter after training. Includes WET and non-WET funded workforce activities.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	264	$8,366	309	$18,408
AAS Degree Graduates	77	$12,616	114	$27,592
Certificate Graduates	98	$10,888	177	$21,481

Based on 2013-14 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	N	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First time entering students	108	2,057
HSEs awarded at the Institution	568	3,903
ADULT BASIC EDUCATION	**N**	**SYSTEM TOTAL N**
Adult Basic Education Enrollment	763	12,110

Based on 2013-14 (July 1-June 30) headcount.

Report Card 2014 - Jones County Junior College

	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount	1,298	16,964	6,135	102,004

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount in Developmental courses	882	10,517	1,902	28,106
Enrollment in a Developmental Math courses during the first academic year	862	9,565	1,843	24,922
Enrollment in a Developmental English courses during the first academic year	447	5,868	669	11,726
Enrollment in a Developmental Reading courses during the first academic year	0	2,728	0	5,157

Based on 2013-14 enrollment.

	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		**SYSTEM TOTAL**		**COMMUNITY COLLEGE**		**SYSTEM TOTAL**	
COLLEGE READINESS SUCCESS	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**
Headcount of students in developmental English courses during the first academic year	371		5,257		657		11,587	
Students (from row above) enrolled in English Composition I	206	55.5%	2,826	53.8%	320	48.7%	5,254	45.3%
Students (from row above) who successfully completed English Composition I	135	65.5%	2,138	75.7%	201	62.8%	3,897	74.2%
Headcount of students in developmental Math courses during the first academic year	723		8,630		1,819		24,169	
Students (from row above) enrolled in Intermediate Algebra	582	80.5%	5,985	69.4%	1,477	81.2%	16,261	67.3%
Students (from row above) who successfully completed Intermediate Algebra	359	61.7%	4,386	73.3%	864	58.5%	11,210	68.9%
Headcount of students in developmental Math courses during the first academic year	723		8,630		1,819		24,169	
Students (from row above) enrolled in College Algebra	301	41.6%	3,361	38.9%	681	37.4%	8,102	33.5%
Students (from row above) who successfully completed College Algebra	224	74.4%	2,592	77.1%	488	71.7%	6,202	76.5%

Based on fall 2012 cohort and 2012-13 enrollment.

Report Card 2014 - Meridian Community College

Aspect of Mission	Community College		All MS Community and Junior Colleges	
STUDENT ENROLLMENT	**N**	**FTE**	**SYSTEM TOTAL N**	**SYSTEM TOTAL FTE**
University Parallel (AA Degrees)	3,726	2,153	74,859	49,368
Technical (AAS Degrees)	472	423	14,172	10,948
Certificates	451	350	5,542	4,261
Non-degree Seeking/Dual Enrollment	168	38	7,431	1,647
TOTAL STUDENTS SERVED	**4,817**	**2,964**	**102,004**	**66,224**
Based on 2013-14 enrollment.				

DEGREES	**N**	**SYSTEM TOTAL N**
University Parallel (AA Degrees)	240	7,473
Technical (AAS Degrees)	353	4,907
Certificates (1 & 2 Year)	255	3,791
TOTAL DEGREES AWARDED	**848**	**16,171**
Based on 2013-14 enrollment.		

STUDENT SUCCESS	**N** 100% - 2 Yrs	150% - 3 Yrs	200% - 4 Yrs	**PCT** 100% - 2 Yrs	150% - 3 Yrs	200% - 4 Yrs	**SYSTEM TOTAL N** 150%	**SYSTEM TOTAL PCT** 150%
TOTAL COHORT	1,092						18,409	
University Parallel Graduates	79	118	126	7.2%	10.8%	11.5%	2,562	13.9%
Technical Graduates	19	53	70	1.7%	4.9%	6.4%	849	4.6%
Certificate Graduates	73	92	99	6.7%	8.4%	9.1%	1,011	5.5%
TOTAL GRADUATE	**171**	**263**	**295**	**15.7%**	**24.1%**	**27.0%**	**4,422**	**24.0%**
Transfer Four-year (no complete)	51	112	141	4.7%	10.3%	12.9%	2,121	11.5%
Transfer Two-year (no complete)	88	117	136	8.1%	10.7%	12.5%	1,735	9.4%
TOTAL TRANSFER-OUT	**139**	**229**	**277**	**12.7%**	**21.0%**	**25.4%**	**3,856**	**20.9%**
TOTAL REMAINING ENROLLED	**126**	**74**	**42**	**11.5%**	**6.8%**	**3.8%**	**1,232**	**6.7%**
TOTAL STUDENT SUCCESS	**436**	**566**	**614**	**39.9%**	**51.8%**	**56.2%**	**9,510**	**51.7%**
Based on first-time, full-time fall 2011 cohort.								

STUDENT RETENTION	**N**	**PCT**	**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
Retention in AA Programs	231	54.1%	8,194	58.6%
Retention in AAS Programs	24	60.0%	1,159	59.2%
TOTAL RETENTION	**255**	**54.6%**	**9,353**	**58.7%**
Based on 2013-14 first-time, full-time enrollment. Fall to Fall.				

Report Card 2014 - Meridian Community College

STUDENT PROGRESS	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	93		1,311	
Earned 24 Credit Hours by End of 2nd Academic Year***	13	14.0%	189	14.4%
Full time, First time enrollment cohort*	497		16,964	
Earned 42 Credit Hours by End of 2nd Academic Year***	193	38.8%	6,855	40.4%
Credit hours successfully completed in the first term**	5,938	72.2%	197,714	71.9%
Credit hours successfully completed at the end of year two**	17,036	74.4%	586,217	75.2%

Based on 2013-14 Fall enrollment cohorts. **Based on 2013-14 total enrollment. ***Academic Year is defined as Summer, Fall and Spring.

WORKFORCE DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	417	90.3%	4,232	88.4%
Licensure Exam Pass Rates	369	95.3%	2,319	90.6%
Workforce Training Contact Hours*	286,129		4,977,082	
Workforce Training Enrollment - Duplicated Headcount*	13,052		259,083	
Workforce Training Enrollment - Unduplicated Headcount*	7,538		95,524	
Workforce Enrollment that Received State/Industry Credential	2,603		32,946	

Based on 2013-14 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.

COMMUNITY DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	968		21,253	
Special Interest Courses	733		11,405	

Based on 2013-14 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	4,948	$34,262	5,288	$34,973

Based on 2013-14 Non-credit Workforce Development headcount employed one quarter before and one quarter after training. Includes WET and non-WET funded workforce activities.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	113	$9,811	140	$14,795
AAS Degree Graduates	210	$17,278	269	$40,225
Certificate Graduates	113	$14,039	158	$19,042

Based on 2013-14 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	N	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First time entering students	52	2,057
HSEs awarded at the Institution	241	3,903
ADULT BASIC EDUCATION	**N**	**SYSTEM TOTAL N**
Adult Basic Education Enrollment	911	12,110

Based on 2013-14 (July 1-June 30) headcount.

Report Card 2014 - Meridian Community College

	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount	497	16,964	4,817	102,004

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount in Developmental courses	253	10,517	906	28,106
Enrollment in a Developmental Math courses during the first academic year	214	9,565	760	24,922
Enrollment in a Developmental English courses during the first academic year	179	5,868	442	11,726
Enrollment in a Developmental Reading courses during the first academic year	45	2,728	71	5,157

Based on 2013-14 enrollment.

	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		**SYSTEM TOTAL**		**COMMUNITY COLLEGE**		**SYSTEM TOTAL**	
COLLEGE READINESS SUCCESS	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**
Headcount of students in developmental English courses during the first academic year	245		5,257		449		11,587	
Students (from row above) enrolled in English Composition I	98	40.0%	2,826	53.8%	171	38.1%	5,254	45.3%
Students (from row above) who successfully completed English Composition I	65	66.3%	2,138	75.7%	114	66.7%	3,897	74.2%
Headcount of students in developmental Math courses during the first academic year	334		8,630		883		24,169	
Students (from row above) enrolled in Intermediate Algebra	177	53.0%	5,985	69.4%	464	52.5%	16,261	67.3%
Students (from row above) who successfully completed Intermediate Algebra	122	68.9%	4,386	73.3%	323	69.6%	11,210	68.9%
Headcount of students in developmental Math courses during the first academic year	334		8,630		883		24,169	
Students (from row above) enrolled in College Algebra	68	20.4%	3,361	38.9%	195	22.1%	8,102	33.5%
Students (from row above) who successfully completed College Algebra	48	70.6%	2,592	77.1%	146	74.9%	6,202	76.5%

Based on fall 2012 cohort and 2012-13 enrollment.

Report Card 2014 - Mississippi Delta Community College

Aspect of Mission	Community College		All MS Community and Junior Colleges	
STUDENT ENROLLMENT	**N**	**FTE**	**SYSTEM TOTAL N**	**SYSTEM TOTAL FTE**
University Parallel (AA Degrees)	3,035	2,067	74,859	49,368
Technical (AAS Degrees)	289	250	14,172	10,948
Certificates	282	222	5,542	4,261
Non-degree Seeking/Dual Enrollment	374	99	7,431	1,647
TOTAL STUDENTS SERVED	**3,980**	**2,638**	**102,004**	**66,224**
Based on 2013-14 enrollment.				

DEGREES	**N**	**SYSTEM TOTAL N**
University Parallel (AA Degrees)	266	7,473
Technical (AAS Degrees)	158	4,907
Certificates (1 & 2 Year)	140	3,791
TOTAL DEGREES AWARDED	**564**	**16,171**
Based on 2013-14 enrollment.		

STUDENT SUCCESS	**N**			**PCT**			**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
	100% - 2 Yrs	**150% - 3 Yrs**	**200% - 4 Yrs**	**100% - 2 Yrs**	**150% - 3 Yrs**	**200% - 4 Yrs**	**150%**	**150%**
TOTAL COHORT	719						18,409	
University Parallel Graduates	25	72	90	3.5%	10.0%	12.5%	2,562	13.9%
Technical Graduates	21	29	32	2.9%	4.0%	4.5%	849	4.6%
Certificate Graduates	57	59	61	7.9%	8.2%	8.5%	1,011	5.5%
TOTAL GRADUATE	**103**	**160**	**183**	**14.3%**	**22.3%**	**25.5%**	**4,422**	**24.0%**
Transfer Four-year (no complete)	87	147	194	12.1%	20.4%	27.0%	2,121	11.5%
Transfer Two-year (no complete)	36	50	66	5.0%	7.0%	9.2%	1,735	9.4%
TOTAL TRANSFER-OUT	**123**	**197**	**260**	**17.1%**	**27.4%**	**36.2%**	**3,856**	**20.9%**
TOTAL REMAINING ENROLLED	**101**	**47**	**29**	**14.0%**	**6.5%**	**4.0%**	**1,232**	**6.7%**
TOTAL STUDENT SUCCESS	**327**	**404**	**472**	**45.5%**	**56.2%**	**65.6%**	**9,510**	**51.7%**
Based on first-time, full-time fall 2011 cohort.								

STUDENT RETENTION	**N**	**PCT**	**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
Retention in AA Programs	308	58.1%	8,194	58.6%
Retention in AAS Programs	37	71.2%	1,159	59.2%
TOTAL RETENTION	**345**	**59.3%**	**9,353**	**58.7%**
Based on 2013-14 first-time, full-time enrollment. Fall to Fall.				

Report Card 2014 - Mississippi Delta Community College

STUDENT PROGRESS	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	48		1,311	
Earned 24 Credit Hours by End of 2nd Academic Year***	3	6.3%	189	14.4%
Full time, First time enrollment cohort*	662		16,964	
Earned 42 Credit Hours by End of 2nd Academic Year***	252	38.1%	6,855	40.4%
Credit hours successfully completed in the first term**	7,258	68.9%	197,714	71.9%
Credit hours successfully completed at the end of year two**	22,083	73.3%	586,217	75.2%

Based on 2013-14 Fall enrollment cohorts. **Based on 2013-14 total enrollment. ***Academic Year is defined as Summer, Fall and Spring.

WORKFORCE DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	346	86.1%	4,232	88.4%
Licensure Exam Pass Rates	47	95.9%	2,319	90.6%
Workforce Training Contact Hours*	98,980		4,977,082	
Workforce Training Enrollment - Duplicated Headcount*	11,653		259,083	
Workforce Training Enrollment - Unduplicated Headcount*	4,787		95,524	
Workforce Enrollment that Received State/Industry Credential	2,723		32,946	

Based on 2013-14 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.

COMMUNITY DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	2,329		21,253	
Special Interest Courses	60		11,405	

Based on 2013-14 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	3,925	$33,401	4,105	$34,979

Based on 2013-14 Non-credit Workforce Development headcount employed one quarter before and one quarter after training. Includes WET and non-WET funded workforce activities.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	108	$12,444	150	$14,501
AAS Degree Graduates	78	$14,822	107	$34,907
Certificate Graduates	52	$9,787	81	$19,739

Based on 2013-14 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	N	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First time entering students	75	2,057
HSEs awarded at the Institution	84	3,903
ADULT BASIC EDUCATION	**N**	**SYSTEM TOTAL N**
Adult Basic Education Enrollment	583	12,110

Based on 2013-14 (July 1-June 30) headcount.

Report Card 2014 - Mississippi Delta Community College

	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount	662	16,964	3,980	102,004

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount in Developmental courses	453	10,517	1,327	28,106
Enrollment in a Developmental Math courses during the first academic year	418	9,565	1,194	24,922
Enrollment in a Developmental English courses during the first academic year	329	5,868	713	11,726
Enrollment in a Developmental Reading courses during the first academic year	126	2,728	237	5,157

Based on 2013-14 enrollment.

	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		**SYSTEM TOTAL**		**COMMUNITY COLLEGE**		**SYSTEM TOTAL**	
COLLEGE READINESS SUCCESS	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**
Headcount of students in developmental English courses during the first academic year	328		5,257		757		11,587	
Students (from row above) enrolled in English Composition I	163	49.7%	2,826	53.8%	352	46.5%	5,254	45.3%
Students (from row above) who successfully completed English Composition I	128	78.5%	2,138	75.7%	271	77.0%	3,897	74.2%
Headcount of students in developmental Math courses during the first academic year	428		8,630		1,319		24,169	
Students (from row above) enrolled in Intermediate Algebra	244	57.0%	5,985	69.4%	780	59.1%	16,261	67.3%
Students (from row above) who successfully completed Intermediate Algebra	161	66.0%	4,386	73.3%	486	62.3%	11,210	68.9%
Headcount of students in developmental Math courses during the first academic year	428		8,630		1,319		24,169	
Students (from row above) enrolled in College Algebra	123	28.7%	3,361	38.9%	374	28.4%	8,102	33.5%
Students (from row above) who successfully completed College Algebra	82	66.7%	2,592	77.1%	239	63.9%	6,202	76.5%

Based on fall 2012 cohort and 2012-13 enrollment.

Report Card 2014 - Mississippi Gulf Coast Community College

Aspect of Mission	Community College		All MS Community and Junior Colleges	
STUDENT ENROLLMENT	**N**	**FTE**	**SYSTEM TOTAL N**	**SYSTEM TOTAL FTE**
University Parallel (AA Degrees)	9,389	5,802	74,859	49,368
Technical (AAS Degrees)	2,902	1,927	14,172	10,948
Certificates	602	440	5,542	4,261
Non-degree Seeking/Dual Enrollment	815	133	7,431	1,647
TOTAL STUDENTS SERVED	**13,708**	**8,302**	**102,004**	**66,224**
Based on 2013-14 enrollment.				

DEGREES	**N**	**SYSTEM TOTAL N**
University Parallel (AA Degrees)	1,040	7,473
Technical (AAS Degrees)	1,395	4,907
Certificates (1 & 2 Year)	666	3,791
TOTAL DEGREES AWARDED	**3,101**	**16,171**
Based on 2013-14 enrollment.		

STUDENT SUCCESS	**N**			**PCT**			**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
	100% - 2 Yrs	**150% - 3 Yrs**	**200% - 4 Yrs**	**100% - 2 Yrs**	**150% - 3 Yrs**	**200% - 4 Yrs**	**150%**	**150%**
TOTAL COHORT	1,984						18,409	
University Parallel Graduates	184	320	372	9.3%	16.1%	18.8%	2,562	13.9%
Technical Graduates	39	119	148	2.0%	6.0%	7.5%	849	4.6%
Certificate Graduates	62	64	65	3.1%	3.2%	3.3%	1,011	5.5%
TOTAL GRADUATE	**285**	**503**	**585**	**14.4%**	**25.4%**	**29.5%**	**4,422**	**24.0%**
Transfer Four-year (no complete)	68	194	248	3.4%	9.8%	12.5%	2,121	11.5%
Transfer Two-year (no complete)	75	107	126	3.8%	5.4%	6.4%	1,735	9.4%
TOTAL TRANSFER-OUT	**143**	**301**	**374**	**7.2%**	**15.2%**	**18.9%**	**3,856**	**20.9%**
TOTAL REMAINING ENROLLED	**274**	**142**	**112**	**13.8%**	**7.2%**	**5.6%**	**1,232**	**6.7%**
TOTAL STUDENT SUCCESS	**702**	**946**	**1,071**	**35.4%**	**47.7%**	**54.0%**	**9,510**	**51.7%**
Based on first-time, full-time fall 2011 cohort.								

STUDENT RETENTION	**N**	**PCT**	**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
Retention in AA Programs	903	61.3%	8,194	58.6%
Retention in AAS Programs	192	58.4%	1,159	59.2%
TOTAL RETENTION	**1,095**	**60.8%**	**9,353**	**58.7%**
Based on 2013-14 first-time, full-time enrollment. Fall to Fall.				

Report Card 2014 - Mississippi Gulf Coast Community College

STUDENT PROGRESS	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	378		1,311	
Earned 24 Credit Hours by End of 2nd Academic Year***	58	15.3%	189	14.4%
Full time, First time enrollment cohort*	1,913		16,964	
Earned 42 Credit Hours by End of 2nd Academic Year***	811	42.4%	6,855	40.4%
Credit hours successfully completed in the first term**	23,884	77.3%	197,714	71.9%
Credit hours successfully completed at the end of year two**	71,699	81.4%	586,217	75.2%

Based on 2013-14 Fall enrollment cohorts. **Based on 2013-14 total enrollment. ***Academic Year is defined as Summer, Fall and Spring.

WORKFORCE DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	704	94.9%	4,232	88.4%
Licensure Exam Pass Rates	176	87.1%	2,319	90.6%
Workforce Training Contact Hours*	1,278,511		4,977,082	
Workforce Training Enrollment - Duplicated Headcount*	35,019		259,083	
Workforce Training Enrollment - Unduplicated Headcount*	13,416		95,524	
Workforce Enrollment that Received State/Industry Credential	2,627		32,946	

Based on 2013-14 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.

COMMUNITY DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	1,954		21,253	
Special Interest Courses	303		11,405	

Based on 2013-14 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	9,044	$40,779	10,294	$45,241

Based on 2013-14 Non-credit Workforce Development headcount employed one quarter before and one quarter after training. Includes WET and non-WET funded workforce activities.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	521	$12,377	615	$18,077
AAS Degree Graduates	440	$15,458	522	$27,363
Certificate Graduates	53	$18,760	77	$24,964

Based on 2013-14 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	N	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First time entering students	359	2,057
HSEs awarded at the Institution	657	3,903

ADULT BASIC EDUCATION	N	SYSTEM TOTAL N
Adult Basic Education Enrollment	1,383	12,110

Based on 2013-14 (July 1-June 30) headcount.

Report Card 2014 - Mississippi Gulf Coast Community College

	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount	1,913	16,964	13,708	102,004

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount in Developmental courses	745	10,517	2,360	28,106
Enrollment in a Developmental Math courses during the first academic year	558	9,565	1,919	24,922
Enrollment in a Developmental English courses during the first academic year	364	5,868	779	11,726
Enrollment in a Developmental Reading courses during the first academic year	60	2,728	105	5,157

Based on 2013-14 enrollment.

	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		**SYSTEM TOTAL**		**COMMUNITY COLLEGE**		**SYSTEM TOTAL**	
COLLEGE READINESS SUCCESS	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**
Headcount of students in developmental English courses during the first academic year	317		5,257		739		11,587	
Students (from row above) enrolled in English Composition I	188	59.3%	2,826	53.8%	399	54.0%	5,254	45.3%
Students (from row above) who successfully completed English Composition I	153	81.4%	2,138	75.7%	327	82.0%	3,897	74.2%
Headcount of students in developmental Math courses during the first academic year	533		8,630		1,982		24,169	
Students (from row above) enrolled in Intermediate Algebra	420	78.8%	5,985	69.4%	1,464	73.9%	16,261	67.3%
Students (from row above) who successfully completed Intermediate Algebra	292	69.5%	4,386	73.3%	1,068	73.0%	11,210	68.9%
Headcount of students in developmental Math courses during the first academic year	533		8,630		1,982		24,169	
Students (from row above) enrolled in College Algebra	222	41.7%	3,361	38.9%	782	39.5%	8,102	33.5%
Students (from row above) who successfully completed College Algebra	157	70.7%	2,592	77.1%	622	79.5%	6,202	76.5%

Based on fall 2012 cohort and 2012-13 enrollment.

Report Card 2014 - Northeast Mississippi Community College

Aspect of Mission	Community College		All MS Community and Junior Colleges	
STUDENT ENROLLMENT	**N**	**FTE**	**SYSTEM TOTAL N**	**SYSTEM TOTAL FTE**
University Parallel (AA Degrees)	2,923	2,261	74,859	49,368
Technical (AAS Degrees)	632	539	14,172	10,948
Certificates	174	133	5,542	4,261
Non-degree Seeking/Dual Enrollment	233	45	7,431	1,647
TOTAL STUDENTS SERVED	**3,962**	**2,978**	**102,004**	**66,224**
Based on 2013-14 enrollment.				

DEGREES	**N**	**SYSTEM TOTAL N**
University Parallel (AA Degrees)	321	7,473
Technical (AAS Degrees)	231	4,907
Certificates (1 & 2 Year)	74	3,791
TOTAL DEGREES AWARDED	**626**	**16,171**
Based on 2013-14 enrollment.		

STUDENT SUCCESS	**N** 100% 2 Yrs	150% 3 Yrs	200% 4 Yrs	**PCT** 100% 2 Yrs	150% 3 Yrs	200% 4 Yrs	**SYSTEM TOTAL N** 150%	**SYSTEM TOTAL PCT** 150%
TOTAL COHORT	1,238						18,409	
University Parallel Graduates	120	186	199	9.7%	15.0%	16.1%	2,562	13.9%
Technical Graduates	37	95	120	3.0%	7.7%	9.7%	849	4.6%
Certificate Graduates	18	26	28	1.5%	2.1%	2.3%	1,011	5.5%
TOTAL GRADUATE	**175**	**307**	**347**	**14.1%**	**24.8%**	**28.0%**	**4,422**	**24.0%**
Transfer Four-year (no complete)	39	114	148	3.2%	9.2%	12.0%	2,121	11.5%
Transfer Two-year (no complete)	95	122	130	7.7%	9.9%	10.5%	1,735	9.4%
TOTAL TRANSFER-OUT	**134**	**236**	**278**	**10.8%**	**19.1%**	**22.5%**	**3,856**	**20.9%**
TOTAL REMAINING ENROLLED	**170**	**74**	**43**	**13.7%**	**6.0%**	**3.5%**	**1,232**	**6.7%**
TOTAL STUDENT SUCCESS	**479**	**617**	**668**	**38.7%**	**49.8%**	**54.0%**	**9,510**	**51.7%**
Based on first-time, full-time fall 2011 cohort.								

STUDENT RETENTION	**N**	**PCT**	**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
Retention in AA Programs	580	66.0%	8,194	58.6%
Retention in AAS Programs	79	68.1%	1,159	59.2%
TOTAL RETENTION	**659**	**66.2%**	**9,353**	**58.7%**
Based on 2013-14 first-time, full-time enrollment. Fall to Fall.				

Report Card 2014 - Northeast Mississippi Community College

STUDENT PROGRESS	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	46		1,311	
Earned 24 Credit Hours by End of 2nd Academic Year***	7	15.2%	189	14.4%
Full time, First time enrollment cohort*	1,024		16,964	
Earned 42 Credit Hours by End of 2nd Academic Year***	522	51.0%	6,855	40.4%
Credit hours successfully completed in the first term**	12,827	77.7%	197,714	71.9%
Credit hours successfully completed at the end of year two**	41,212	78.9%	586,217	75.2%

Based on 2013-14 Fall enrollment cohorts. **Based on 2013-14 total enrollment. ***Academic Year is defined as Summer, Fall and Spring.

WORKFORCE DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	280	85.6%	4,232	88.4%
Licensure Exam Pass Rates	150	89.3%	2,319	90.6%
Workforce Training Contact Hours*	94,182		4,977,082	
Workforce Training Enrollment - Duplicated Headcount*	5,849		259,083	
Workforce Training Enrollment - Unduplicated Headcount*	2,824		95,524	
Workforce Enrollment that Received State/Industry Credential	648		32,946	

Based on 2013-14 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.

COMMUNITY DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	118		21,253	
Special Interest Courses	231		11,405	

Based on 2013-14 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	2,212	$30,781	2,230	$31,485

Based on 2013-14 Non-credit Workforce Development headcount employed one quarter before and one quarter after training. Includes WET and non-WET funded workforce activities.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	148	$10,690	178	$18,125
AAS Degree Graduates	119	$11,461	160	$30,136
Certificate Graduates	34	$8,220	55	$22,526

Based on 2013-14 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	N	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First time entering students	90	2,057
HSEs awarded at the Institution	293	3,903
ADULT BASIC EDUCATION	**N**	**SYSTEM TOTAL N**
Adult Basic Education Enrollment	1,004	12,110

Based on 2013-14 (July 1-June 30) headcount.

Report Card 2014 - Northeast Mississippi Community College

	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount	1,024	16,964	3,962	102,004

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount in Developmental courses	602	10,517	1,206	28,106
Enrollment in a Developmental Math courses during the first academic year	583	9,565	1,136	24,922
Enrollment in a Developmental English courses during the first academic year	208	5,868	317	11,726
Enrollment in a Developmental Reading courses during the first academic year	93	2,728	153	5,157

Based on 2013-14 enrollment.

	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		**SYSTEM TOTAL**		**COMMUNITY COLLEGE**		**SYSTEM TOTAL**	
COLLEGE READINESS SUCCESS	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**
Headcount of students in developmental English courses during the first academic year	251		5,257		397		11,587	
Students (from row above) enrolled in English Composition I	167	66.5%	2,826	53.8%	224	56.4%	5,254	45.3%
Students (from row above) who successfully completed English Composition I	127	76.0%	2,138	75.7%	160	71.4%	3,897	74.2%
Headcount of students in developmental Math courses during the first academic year	613		8,630		1,285		24,169	
Students (from row above) enrolled in Intermediate Algebra	452	73.7%	5,985	69.4%	916	71.3%	16,261	67.3%
Students (from row above) who successfully completed Intermediate Algebra	323	71.5%	4,386	73.3%	638	69.7%	11,210	68.9%
Headcount of students in developmental Math courses during the first academic year	613		8,630		1,285		24,169	
Students (from row above) enrolled in College Algebra	222	36.2%	3,361	38.9%	424	33.0%	8,102	33.5%
Students (from row above) who successfully completed College Algebra	163	73.4%	2,592	77.1%	282	66.5%	6,202	76.5%

Based on fall 2012 cohort and 2012-13 enrollment.

Report Card 2014 - Northwest Mississippi Community College

Aspect of Mission	Community College		All MS Community and Junior Colleges	
STUDENT ENROLLMENT	**N**	**FTE**	**SYSTEM TOTAL N**	**SYSTEM TOTAL FTE**
University Parallel (AA Degrees)	9,001	5,613	74,859	49,368
Technical (AAS Degrees)	1,066	840	14,172	10,948
Certificates	431	329	5,542	4,261
Non-degree Seeking/Dual Enrollment	531	90	7,431	1,647
TOTAL STUDENTS SERVED	**11,029**	**6,872**	**102,004**	**66,224**
Based on 2013-14 enrollment.				

DEGREES	**N**	**SYSTEM TOTAL N**
University Parallel (AA Degrees)	710	7,473
Technical (AAS Degrees)	234	4,907
Certificates (1 & 2 Year)	225	3,791
TOTAL DEGREES AWARDED	**1,169**	**16,171**
Based on 2013-14 enrollment.		

STUDENT SUCCESS	**N**			**PCT**			**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
	100% - 2 Yrs	**150% - 3 Yrs**	**200% - 4 Yrs**	**100% - 2 Yrs**	**150% - 3 Yrs**	**200% - 4 Yrs**	**150%**	**150%**
TOTAL COHORT	1,750						18,409	
University Parallel Graduates	71	193	248	4.1%	11.0%	14.2%	2,562	13.9%
Technical Graduates	23	58	81	1.3%	3.3%	4.6%	849	4.6%
Certificate Graduates	72	84	86	4.1%	4.8%	4.9%	1,011	5.5%
TOTAL GRADUATE	**166**	**335**	**415**	**9.5%**	**19.1%**	**23.7%**	**4,422**	**24.0%**
Transfer Four-year (no complete)	86	250	323	4.9%	14.3%	18.5%	2,121	11.5%
Transfer Two-year (no complete)	69	113	132	3.9%	6.5%	7.5%	1,735	9.4%
TOTAL TRANSFER-OUT	**155**	**363**	**455**	**8.9%**	**20.7%**	**26.0%**	**3,856**	**20.9%**
TOTAL REMAINING ENROLLED	**352**	**187**	**119**	**20.1%**	**10.7%**	**6.8%**	**1,232**	**6.7%**
TOTAL STUDENT SUCCESS	**673**	**885**	**989**	**38.5%**	**50.6%**	**56.5%**	**9,510**	**51.7%**
Based on first-time, full-time fall 2011 cohort.								

STUDENT RETENTION	**N**	**PCT**	**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
Retention in AA Programs	982	59.4%	8,194	58.6%
Retention in AAS Programs	90	60.8%	1,159	59.2%
TOTAL RETENTION	**1,072**	**59.5%**	**9,353**	**58.7%**
Based on 2013-14 first-time, full-time enrollment. Fall to Fall.				

Report Card 2014 - Northwest Mississippi Community College

STUDENT PROGRESS	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	76		1,311	
Earned 24 Credit Hours by End of 2nd Academic Year***	18	23.7%	189	14.4%
Full time, First time enrollment cohort*	1,875		16,964	
Earned 42 Credit Hours by End of 2nd Academic Year***	773	41.2%	6,855	40.4%
Credit hours successfully completed in the first term**	20,185	72.7%	197,714	71.9%
Credit hours successfully completed at the end of year two**	62,497	75.5%	586,217	75.2%

Based on 2013-14 Fall enrollment cohorts. **Based on 2013-14 total enrollment. ***Academic Year is defined as Summer, Fall and Spring.

WORKFORCE DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	233	92.5%	4,232	88.4%
Licensure Exam Pass Rates	192	87.3%	2,319	90.6%
Workforce Training Contact Hours*	612,894		4,977,082	
Workforce Training Enrollment - Duplicated Headcount*	6,003		259,083	
Workforce Training Enrollment - Unduplicated Headcount*	3,696		95,524	
Workforce Enrollment that Received State/Industry Credential	3,816		32,946	

Based on 2013-14 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.

COMMUNITY DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	58		21,253	
Special Interest Courses	599		11,405	

Based on 2013-14 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	2,530	$32,141	2,722	$37,135

Based on 2013-14 Non-credit Workforce Development headcount employed one quarter before and one quarter after training. Includes WET and non-WET funded workforce activities.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	353	$11,227	342	$18,142
AAS Degree Graduates	113	$14,279	139	$27,269
Certificate Graduates	99	$11,983	135	$23,381

Based on 2013-14 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	N	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First time entering students	202	2,057
HSEs awarded at the Institution	339	3,903

ADULT BASIC EDUCATION	N	SYSTEM TOTAL N
Adult Basic Education Enrollment	925	12,110

Based on 2013-14 (July 1-June 30) headcount.

Report Card 2014 - Northwest Mississippi Community College

	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount	1,875	16,964	11,029	102,004

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount in Developmental courses	1,337	10,517	3,268	28,106
Enrollment in a Developmental Math courses during the first academic year	1,249	9,565	3,052	24,922
Enrollment in a Developmental English courses during the first academic year	691	5,868	1,234	11,726
Enrollment in a Developmental Reading courses during the first academic year	286	2,728	426	5,157

Based on 2013-14 enrollment.

	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		**SYSTEM TOTAL**		**COMMUNITY COLLEGE**		**SYSTEM TOTAL**	
COLLEGE READINESS SUCCESS	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**
Headcount of students in developmental English courses during the first academic year	588		5,257		1,211		11,587	
Students (from row above) enrolled in English Composition I	400	68.0%	2,826	53.8%	647	53.4%	5,254	45.3%
Students (from row above) who successfully completed English Composition I	324	81.0%	2,138	75.7%	509	78.7%	3,897	74.2%
Headcount of students in developmental Math courses during the first academic year	1,117		8,630		3,102		24,169	
Students (from row above) enrolled in Intermediate Algebra	776	69.5%	5,985	69.4%	2,082	67.1%	16,261	67.3%
Students (from row above) who successfully completed Intermediate Algebra	640	82.5%	4,386	73.3%	1,554	74.6%	11,210	68.9%
Headcount of students in developmental Math courses during the first academic year	1,117		8,630		3,102		24,169	
Students (from row above) enrolled in College Algebra	483	43.2%	3,361	38.9%	1,073	34.6%	8,102	33.5%
Students (from row above) who successfully completed College Algebra	397	82.2%	2,592	77.1%	857	79.9%	6,202	76.5%

Based on fall 2012 cohort and 2012-13 enrollment.

Report Card 2014 - Pearl River Community College

Aspect of Mission	Community College		All MS Community and Junior Colleges	
STUDENT ENROLLMENT	**N**	**FTE**	**SYSTEM TOTAL N**	**SYSTEM TOTAL FTE**
University Parallel (AA Degrees)	4,226	2,754	74,859	49,368
Technical (AAS Degrees)	909	738	14,172	10,948
Certificates	403	318	5,542	4,261
Non-degree Seeking/Dual Enrollment	505	81	7,431	1,647
TOTAL STUDENTS SERVED	**6,043**	**3,891**	**102,004**	**66,224**
Based on 2013-14 enrollment.				

DEGREES	**N**	**SYSTEM TOTAL N**
University Parallel (AA Degrees)	357	7,473
Technical (AAS Degrees)	358	4,907
Certificates (1 & 2 Year)	175	3,791
TOTAL DEGREES AWARDED	**890**	**16,171**
Based on 2013-14 enrollment.		

STUDENT SUCCESS	**N** 100% - 2 Yrs	150% - 3 Yrs	200% - 4 Yrs	**PCT** 100% - 2 Yrs	150% - 3 Yrs	200% - 4 Yrs	**SYSTEM TOTAL N** 150%	**SYSTEM TOTAL PCT** 150%
TOTAL COHORT	1,217						18,409	
University Parallel Graduates	51	122	140	4.2%	10.0%	11.5%	2,562	13.9%
Technical Graduates	33	53	75	2.7%	4.4%	6.2%	849	4.6%
Certificate Graduates	75	87	93	6.2%	7.1%	7.6%	1,011	5.5%
TOTAL GRADUATE	**159**	**262**	**308**	**13.1%**	**21.5%**	**25.3%**	**4,422**	**24.0%**
Transfer Four-year (no complete)	41	102	136	3.4%	8.4%	11.2%	2,121	11.5%
Transfer Two-year (no complete)	81	114	133	6.7%	9.4%	10.9%	1,735	9.4%
TOTAL TRANSFER-OUT	**122**	**216**	**269**	**10.0%**	**17.7%**	**22.1%**	**3,856**	**20.9%**
TOTAL REMAINING ENROLLED	**173**	**58**	**35**	**14.2%**	**4.8%**	**2.9%**	**1,232**	**6.7%**
TOTAL STUDENT SUCCESS	**454**	**536**	**612**	**37.3%**	**44.0%**	**50.3%**	**9,510**	**51.7%**
Based on first-time, full-time fall 2011 cohort.								

STUDENT RETENTION	**N**	**PCT**	**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
Retention in AA Programs	450	55.1%	8,194	58.6%
Retention in AAS Programs	77	61.1%	1,159	59.2%
TOTAL RETENTION	**527**	**55.9%**	**9,353**	**58.7%**
Based on 2013-14 first-time, full-time enrollment. Fall to Fall.				

Report Card 2014 - Pearl River Community College

STUDENT PROGRESS	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	70		1,311	
Earned 24 Credit Hours by End of 2nd Academic Year***	16	22.9%	189	14.4%
Full time, First time enrollment cohort*	1,041		16,964	
Earned 42 Credit Hours by End of 2nd Academic Year***	419	40.2%	6,855	40.4%
Credit hours successfully completed in the first term**	11,858	75.8%	197,714	71.9%
Credit hours successfully completed at the end of year two**	35,185	78.2%	586,217	75.2%

Based on 2013-14 Fall enrollment cohorts. **Based on 2013-14 total enrollment. ***Academic Year is defined as Summer, Fall and Spring.

WORKFORCE DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	458	82.4%	4,232	88.4%
Licensure Exam Pass Rates	217	88.2%	2,319	90.6%
Workforce Training Contact Hours*	171,233		4,977,082	
Workforce Training Enrollment - Duplicated Headcount*	13,797		259,083	
Workforce Training Enrollment - Unduplicated Headcount*	6,541		95,524	
Workforce Enrollment that Received State/Industry Credential	1,269		32,946	

Based on 2013-14 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.

COMMUNITY DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	2,409		21,253	
Special Interest Courses	507		11,405	

Based on 2013-14 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	5,080	$34,471	5,403	$35,922

Based on 2013-14 Non-credit Workforce Development headcount employed one quarter before and one quarter after training. Includes WET and non-WET funded workforce activities.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	157	$10,653	207	$17,307
AAS Degree Graduates	189	$12,959	231	$35,059
Certificate Graduates	74	$9,527	107	$25,258

Based on 2013-14 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	N	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First time entering students	136	2,057
HSEs awarded at the Institution	203	3,903
ADULT BASIC EDUCATION	**N**	**SYSTEM TOTAL N**
Adult Basic Education Enrollment	832	12,110

Based on 2013-14 (July 1-June 30) headcount.

Report Card 2014 - Pearl River Community College

	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount	1,041	16,964	6,043	102,004

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount in Developmental courses	596	10,517	1,564	28,106
Enrollment in a Developmental Math courses during the first academic year	534	9,565	1,365	24,922
Enrollment in a Developmental English courses during the first academic year	345	5,868	628	11,726
Enrollment in a Developmental Reading courses during the first academic year	189	2,728	352	5,157

Based on 2013-14 enrollment.

	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		**SYSTEM TOTAL**		**COMMUNITY COLLEGE**		**SYSTEM TOTAL**	
COLLEGE READINESS SUCCESS	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**
Headcount of students in developmental English courses during the first academic year	319		5,257		739		11,587	
Students (from row above) enrolled in English Composition I	183	57.4%	2,826	53.8%	368	49.8%	5,254	45.3%
Students (from row above) who successfully completed English Composition I	130	71.0%	2,138	75.7%	252	68.5%	3,897	74.2%
Headcount of students in developmental Math courses during the first academic year	569		8,630		1,497		24,169	
Students (from row above) enrolled in Intermediate Algebra	414	72.8%	5,985	69.4%	1,055	70.5%	16,261	67.3%
Students (from row above) who successfully completed Intermediate Algebra	254	61.4%	4,386	73.3%	623	59.1%	11,210	68.9%
Headcount of students in developmental Math courses during the first academic year	569		8,630		1,497		24,169	
Students (from row above) enrolled in College Algebra	201	35.3%	3,361	38.9%	469	31.3%	8,102	33.5%
Students (from row above) who successfully completed College Algebra	179	89.1%	2,592	77.1%	400	85.3%	6,202	76.5%

Based on fall 2012 cohort and 2012-13 enrollment.

Report Card 2014 - Southwest Community College

Aspect of Mission	Community College		All MS Community and Junior Colleges	
STUDENT ENROLLMENT	**N**	**FTE**	**SYSTEM TOTAL N**	**SYSTEM TOTAL FTE**
University Parallel (AA Degrees)	1,689	1,284	74,859	49,368
Technical (AAS Degrees)	468	426	14,172	10,948
Certificates	213	178	5,542	4,261
Non-degree Seeking/Dual Enrollment	122	32	7,431	1,647
TOTAL STUDENTS SERVED	**2,492**	**1,920**	**102,004**	**66,224**
Based on 2013-14 enrollment.				

DEGREES	**N**	**SYSTEM TOTAL N**
University Parallel (AA Degrees)	144	7,473
Technical (AAS Degrees)	193	4,907
Certificates (1 & 2 Year)	108	3,791
TOTAL DEGREES AWARDED	**445**	**16,171**
Based on 2013-14 enrollment.		

STUDENT SUCCESS	**N** 100% 2 Yrs	150% 3 Yrs	200% 4 Yrs	**PCT** 100% 2 Yrs	150% 3 Yrs	200% 4 Yrs	**SYSTEM TOTAL N** 150%	**SYSTEM TOTAL PCT** 150%
TOTAL COHORT	672						18,409	
University Parallel Graduates	59	84	94	8.8%	12.5%	14.0%	2,562	13.9%
Technical Graduates	27	54	73	4.0%	8.0%	10.9%	849	4.6%
Certificate Graduates	52	58	62	7.7%	8.6%	9.2%	1,011	5.5%
TOTAL GRADUATE	**138**	**196**	**229**	**20.5%**	**29.2%**	**34.1%**	**4,422**	**24.0%**
Transfer Four-year (no complete)	26	62	78	3.9%	9.2%	11.6%	2,121	11.5%
Transfer Two-year (no complete)	66	88	98	9.8%	13.1%	14.6%	1,735	9.4%
TOTAL TRANSFER-OUT	**92**	**150**	**176**	**13.7%**	**22.3%**	**26.2%**	**3,856**	**20.9%**
TOTAL REMAINING ENROLLED	**69**	**23**	**16**	**10.3%**	**3.4%**	**2.4%**	**1,232**	**6.7%**
TOTAL STUDENT SUCCESS	**299**	**369**	**421**	**44.5%**	**54.9%**	**62.6%**	**9,510**	**51.7%**
Based on first-time, full-time fall 2011 cohort.								

STUDENT RETENTION	**N**	**PCT**	**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
Retention in AA Programs	256	57.9%	8,194	58.6%
Retention in AAS Programs	73	65.8%	1,159	59.2%
TOTAL RETENTION	**329**	**59.5%**	**9,353**	**58.7%**
Based on 2013-14 first-time, full-time enrollment. Fall to Fall.				

Report Card 2014 - Southwest Community College

STUDENT PROGRESS	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	16		1,311	
Earned 24 Credit Hours by End of 2nd Academic Year***	1	6.3%	189	14.4%
Full time, First time enrollment cohort*	615		16,964	
Earned 42 Credit Hours by End of 2nd Academic Year***	290	47.2%	6,855	40.4%
Credit hours successfully completed in the first term**	7,617	72.9%	197,714	71.9%
Credit hours successfully completed at the end of year two**	23,395	80.0%	586,217	75.2%

Based on 2013-14 Fall enrollment cohorts. **Based on 2013-14 total enrollment. ***Academic Year is defined as Summer, Fall and Spring.

WORKFORCE DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	38	82.6%	4,232	88.4%
Licensure Exam Pass Rates	45	97.8%	2,319	90.6%
Workforce Training Contact Hours*	45,509		4,977,082	
Workforce Training Enrollment - Duplicated Headcount*	7,476		259,083	
Workforce Training Enrollment - Unduplicated Headcount*	3,229		95,524	
Workforce Enrollment that Received State/Industry Credential	6,077		32,946	

Based on 2013-14 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.

COMMUNITY DEVELOPMENT	N	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	27		21,253	
Special Interest Courses	105		11,405	

Based on 2013-14 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	2,366	$33,659	2,444	$35,759

Based on 2013-14 Non-credit Workforce Development headcount employed one quarter before and one quarter after training. Includes WET and non-WET funded workforce activities.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	44	$9,704	73	$13,314
AAS Degree Graduates	79	$12,134	108	$25,492
Certificate Graduates	37	$13,623	65	$18,445

Based on 2013-14 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	N	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First time entering students	58	2,057
HSEs awarded at the Institution	61	3,903

ADULT BASIC EDUCATION	N	SYSTEM TOTAL N
Adult Basic Education Enrollment	330	12,110

Based on 2013-14 (July 1-June 30) headcount.

Report Card 2014 - Southwest Community College

	FIRST TIME, FULL TIME STUDENTS		ALL STUDENTS	
TOTAL ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount	615	16,964	2,492	102,004

	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
COLLEGE READINESS ENROLLMENT	**N**	**SYSTEM TOTAL N**	**N**	**SYSTEM TOTAL N**
Headcount in Developmental courses	360	10,517	781	28,106
Enrollment in a Developmental Math courses during the first academic year	311	9,565	690	24,922
Enrollment in a Developmental English courses during the first academic year	196	5,868	273	11,726
Enrollment in a Developmental Reading courses during the first academic year	108	2,728	169	5,157

Based on 2013-14 enrollment.

	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	COMMUNITY COLLEGE		**SYSTEM TOTAL**		**COMMUNITY COLLEGE**		**SYSTEM TOTAL**	
COLLEGE READINESS SUCCESS	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**	**N**	**PCT**
Headcount of students in developmental English courses during the first academic year	158		5,257		266		11,587	
Students (from row above) enrolled in English Composition I	90	57.0%	2,826	53.8%	133	50.0%	5,254	45.3%
Students (from row above) who successfully completed English Composition I	64	71.1%	2,138	75.7%	91	68.4%	3,897	74.2%
Headcount of students in developmental Math courses during the first academic year	321		8,630		742		24,169	
Students (from row above) enrolled in Intermediate Algebra	197	61.4%	5,985	69.4%	470	63.3%	16,261	67.3%
Students (from row above) who successfully completed Intermediate Algebra	125	63.5%	4,386	73.3%	268	57.0%	11,210	68.9%
Headcount of students in developmental Math courses during the first academic year	321		8,630		742		24,169	
Students (from row above) enrolled in College Algebra	72	22.4%	3,361	38.9%	128	17.3%	8,102	33.5%
Students (from row above) who successfully completed College Algebra	59	81.9%	2,592	77.1%	104	81.3%	6,202	76.5%

Based on fall 2012 cohort and 2012-13 enrollment.

Report Card 2014 - Statewide

Aspect of Mission	All MS Community and Junior Colleges	
STUDENT ENROLLMENT	**SYSTEM TOTAL N**	**SYSTEM TOTAL FTE**
University Parallel (AA Degrees)	74,859	49,368
Technical (AAS Degrees)	14,172	10,948
Certificates	5,542	4,261
Non-degree Seeking/Dual Enrollment	7,431	1,647
TOTAL STUDENTS SERVED	**102,004**	**66,224**
Based on 2013-14 enrollment.		

DEGREES	**SYSTEM TOTAL N**
University Parallel (AA Degrees)	7,473
Technical (AAS Degrees)	4,907
Certificates (1 & 2 Year)	3,791
TOTAL DEGREES AWARDED	**16,171**
Based on 2013-14 enrollment.	

STUDENT SUCCESS	**SYSTEM TOTAL N**			**SYSTEM TOTAL PCT**		
	100% 2 Yrs	**150% 3 Yrs**	**200% 4 Yrs**	**100% 2 Yrs**	**150% 3 Yrs**	**200% 4 Yrs**
TOTAL COHORT	18,409					
University Parallel Graduates	1,436	2,562	2,953	7.8%	13.9%	16.0%
Technical Graduates	374	849	1,094	2.0%	4.6%	5.9%
Certificate Graduates	853	1,011	1,065	4.6%	5.5%	5.8%
TOTAL GRADUATE	**2,663**	**4,422**	**5,112**	**14.5%**	**24.0%**	**27.8%**
Transfer Four-year (no complete)	934	2,121	2,693	5.1%	11.5%	14.6%
Transfer Two-year (no complete)	1,274	1,735	1,968	6.9%	9.4%	10.7%
TOTAL TRANSFER-OUT	**2,208**	**3,856**	**4,661**	**12.0%**	**20.9%**	**25.3%**
TOTAL REMAINING ENROLLED	**2,700**	**1,232**	**792**	**14.7%**	**6.7%**	**4.3%**
TOTAL STUDENT SUCCESS	**7,571**	**9,510**	**10,565**	**41.1%**	**51.7%**	**57.4%**
Based on first-time, full-time fall 2011 cohort.						

STUDENT RETENTION	**SYSTEM TOTAL N**	**SYSTEM TOTAL PCT**
Retention in AA Programs	8,194	58.6%
Retention in AAS Programs	1,159	59.2%
TOTAL RETENTION	**9,353**	**58.7%**
Based on 2013-14 first-time, full-time enrollment. Fall to Fall.		

Report Card 2014 - Statewide

STUDENT PROGRESS	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	1,311	
Earned 24 Credit Hours by End of 2nd Academic Year***	189	14.4%
Full time, First time enrollment cohort*	16,964	
Earned 42 Credit Hours by End of 2nd Academic Year***	6,855	40.4%
Credit hours successfully completed in the first term**	197,714	71.9%
Credit hours successfully completed at the end of year two**	586,217	75.2%

Based on 2013-14 Fall enrollment cohorts. **Based on 2013-14 total enrollment. ***Academic Year is defined as Summer, Fall and Spring.

WORKFORCE DEVELOPMENT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	4,232	88.4%
Licensure Exam Pass Rates	2,319	90.6%
Workforce Training Contact Hours*	4,977,082	
Workforce Training Enrollment - Duplicated Headcount*	259,083	
Workforce Training Enrollment - Unduplicated Headcount*	95,524	
Workforce Enrollment that Received State/Industry Credential	32,946	

Based on 2013-14 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.

COMMUNITY DEVELOPMENT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	21,253	
Special Interest Courses	11,405	

Based on 2013-14 Non-credit Workforce Development and Continuing Education headcount.

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
Workforce Employment	71,001	$32,168	75,422	$34,525

Based on 2013-14 Non-credit Workforce Development headcount employed one quarter before and one quarter after training. Includes WET and non-WET funded workforce activities.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	EMPLOYED N	ANNUAL EARNINGS	EMPLOYED N	ANNUAL EARNINGS
AA Degree Graduates	3,512	$11,287	4,218	$17,896
AAS Degree Graduates	2,271	$14,756	2,860	$31,445
Certificate Graduates	1,232	$13,055	1,726	$23,882

Based on 2013-14 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First time entering students	2,057
HSEs awarded at the Institution	3,903

ADULT BASIC EDUCATION	SYSTEM TOTAL N
Adult Basic Education Enrollment	12,110

Based on 2013-14 (July 1-June 30) headcount.

Report Card 2014 - Statewide

	FIRST TIME, FULL TIME STUDENTS	ALL STUDENTS
TOTAL ENROLLMENT	**SYSTEM TOTAL N**	**SYSTEM TOTAL N**
Headcount	16,964	102,004
	FIRST TIME, FULL TIME STUDENTS In 1 or More Developmental Courses	**ALL STUDENTS In 1 or More Developmental Courses**
COLLEGE READINESS ENROLLMENT	**SYSTEM TOTAL N**	**SYSTEM TOTAL N**
Headcount in Developmental courses	10,517	28,106
Enrollment in a Developmental Math courses during the first academic year	9,565	24,922
Enrollment in a Developmental English courses during the first academic year	5,868	11,726
Enrollment in a Developmental Reading courses during the first academic year	2,728	5,157

Based on 2013-14 enrollment.

	First-time, Full-time In 1 or More Developmental Courses		All Student Enrollment In 1 or More Developmental Courses	
	SYSTEM TOTAL		**SYSTEM TOTAL**	
COLLEGE READINESS SUCCESS	**N**	**PCT**	**N**	**PCT**
Headcount of students in developmental English courses during the first academic year	5,257		11,587	
Students (from row above) enrolled in English Composition I	2,826	53.8%	5,254	45.3%
Students (from row above) who successfully completed English Composition I	2,138	75.7%	3,897	74.2%
Headcount of students in developmental Math courses during the first academic year	8,630		24,169	
Students (from row above) enrolled in Intermediate Algebra	5,985	69.4%	16,261	67.3%
Students (from row above) who successfully completed Intermediate Algebra	4,386	73.3%	11,210	68.9%
Headcount of students in developmental Math courses during the first academic year	8,630		24,169	
Students (from row above) enrolled in College Algebra	3,361	38.9%	8,102	33.5%
Students (from row above) who successfully completed College Algebra	2,592	77.1%	6,202	76.5%

Based on fall 2012 cohort and 2012-13 enrollment.

Registered CPSCR Institutions				Enrollments			Graduates		
Cert. #	**Accredited Title IV Institutions**	**Accrediting Agency**	**Title IV School Yes/No**	**FY2014**	**FY2015**	**Total Enrollments by Institution**	**FY2014**	**FY2015**	**Total Graduates by Institution**
C-654	Healing Touch Career College	ABHES	Yes	100	94	194	48	66	114
C 113	Crescent School of Gaming & Bartending, Inc.	ACCET	Yes	140	138	278	121	116	237
C 102	Antonelli College – Jackson & Hattiesburg	ACCSC	Yes	525	417	942	224	169	393
C 110	Blue Cliff College	ACCSC	Yes	346	376	722	237	182	419
C 222	Lincoln College of Technology (Nashville Auto Diesel)	ACCSC	Yes	84	96	180	39	39	78
C 619	NASCAR Technical Institute	ACCSC	Yes	5	4	9	0	4	4
C-669	Tulsa Welding School - Jacksonville, FL	ACCSC	Yes	2	7	9	2	1	3
C-668	Tulsa Welding School - Tulsa, OK	ACCSC	Yes	6	2	8	3	1	4
C 117	Universal Technical Institute of FL	ACCSC	Yes	24	40	64	4	12	16
C 598	Universal Technical Institute of Houston, TX	ACCSC	Yes	63	48	111	15	22	37
C-678	Wyoming Technical Institute - PA Campus	ACCSC	Yes	0	11	11	0	8	8
C-677	Wyoming Technical Institute, FL	ACCSC	Yes	0	3	3	0	2	2
C-676	Wyoming Technical Institute/WY	ACCSC	Yes	0	3	3	0	1	1
C 624	Delta Technical College	ACICS	Yes	707	620	1327	564	500	1064
C-643	ITT Technical Institute –Madison, MS	ACICS	Yes	485	400	885	39	57	96
C 111	ITT Technical Institute/Cordova, TN	ACICS	Yes	101	84	185	18	12	30
C-655	Miller-Motte Technical College	ACICS	Yes	392	286	678	90	75	165
C-638	National College of Business & Technology	ACICS	Yes	101	18	119	84	12	96
C 628	Virginia College – Biloxi, MS	ACICS	Yes	527	481	1008	185	195	380
C 126	Virginia College – Jackson	ACICS	Yes	1448	1317	2765	449	408	857
C-658	Virginia College Online - AL	ACICS	Yes	164	149	313	21	19	40
C-674	Concorde Career College - MS	COE	Yes	246	427	673	68	207	275
C-662	Concorde Career College - TN	COE	Yes	205	187	392	76	56	132
C-682	Columbia Southern University	DEAC	Yes	7	4	11	0	1	1
	Accredited Title IV Institutions Totals			**5678**	**5212**		**2287**	**2165**	

Registered CPSCR Institutions				Enrollments			Graduates		
Cert. #	**Non-Accredited Institutions**	**Accrediting Agency**	**Title IV School Yes/No**	**FY2014**	**FY2015**	**Total Enrollments by Institution**	**FY2014**	**FY2015**	**Total Graduates by Institution**
C-681	Accelerated Dental Assisting Academy	NA	No	0	0	0	0	0	0
C 558	Access Training Institute	NA	No	15	24	39	12	21	33
C 124	ACE Training Center	NA	No	99	98	197	99	97	196
C-640	Careers Plus Institute	NA	No	48	55	103	36	48	84
C 112	Coastal College	NA	No			0			0
C 626	CompuSystems, Inc.	NA	No	8	7	15	6	5	11
C-670	Creations CNA Training School	NA	No			0			0
C-656	CRW Truck Driving Training School	NA	No	115	132	247	108	120	228
C-679	DSD, Inc. DBA United Truck Driving School	NA	No	0	0	0	0	0	0
C 625	Friends of Children of Mississippi, Inc.	NA	No	13	10	23	10	10	20
C-663	Hearts in Training	NA	No			0			0
C-660	Infinity Career College	NA	No			0			0
C-680	Jackson Medical Mall DBA CNA Training Center	NA	No	0	17	17	0	17	17
C-650	Keplere' Institute of Technology	NA	No	110	75	185	110	75	185
C-641	Maselle Career College	NA	No	156	136	292	123	116	239
C-675	Medical 2, Inc.	NA	No	0	72	72	0	56	56
C-673	New Horizons Computer Learning of Biloxi	NA	No	0	0	0	0	0	0
C-665	North Mississippi Training Center, LLC	NA	No			0			0
C-664	Saad Healthcare	NA	No	0	94	94	0	94	94
C-671	Southeastern Training Center	NA	No	221	270	491	155	166	321
C-651	Stepping Stones Career & Community Center	NA	No	80	80	160	50	24	74
C 616	Swift Driving Academy	NA	No	30	47	77	27	45	72
C 634	Systems IT, Inc. DBA New Horizons Computer Learning Center	NA	No	13	4	17	10	3	13
C-635	Taylor Dental Assisting School	NA	No	33	27	60	33	27	60
C 578	Truck Driver Institute (TDI)	NA	No	639	650	1289	514	529	1043
	Non-Accredited Institutions Totals			**1580**	**1798**		**1293**	**1453**	
	Totals (All Institutions)			**7258**	**7010**		**3580**	**3618**	