



**Baker College**  
Auburn Hills

1500 University Drive  
Auburn Hills, MI 48326

## Multi-Campus Report

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## **Campus Overview**

Baker College of Auburn Hills is located in Oakland County situated in a flourishing economic and business center known as Automation Alley. Located within a half a mile of the interchange of I-75 and University Drive, the 17-acre campus is easily accessible to students and employees. This campus location opened its doors as a Baker College branch campus in September of 1990. The campus is considered to be a full-service campus with both on-ground and online access of course offerings, program resources, and student support services available both physically on campus and virtually in order to accommodate student preferences.

The program portfolio for the Auburn Hills campus includes six Associate Degree and twelve Bachelor Degree programs and majors. A complete list of these programs can be found in the attached document. (See Attachment A). Students throughout the Baker College System can take general education courses or other pre-requisite common core courses at any Baker College physical location or modality. Hence, the reason that there are students enrolled in programs listed on the fall 2019 Auburn Hills student enrollment report that are taking these common courses before transferring to the campus or modality to complete their program of study. (See Attachment B)

Varied instructional modalities including traditional on-ground, asynchronous online distance and blended deliveries are utilized at the Auburn Hills campus. Despite the geographically dispersed physical Baker College campus locations and varied delivery methods, core processes are centralized to ensure high quality delivery, consistency for students in addition to balancing appropriate resource allocation with operational efficiencies. The College's commitment to standardized curriculum, outcomes, and assessments transcend campus location and instructional delivery. Standardization of curriculum and student learning outcomes both at the course and program level ensure a fair and ethical approach to education but also provide an opportunity for internal comparisons of student performance. Further comparisons across delivery methods, location and program type provide data to inform continuous improvement for the main and branch campuses. With over 75% of Baker students electing to take courses both on-ground and online within their degree studies, continuously ensuring equity in rigor, learning outcomes and learning assessment is paramount.

## **History, Planning, and Oversight**

Baker College is a 501(c)(3) nonprofit institution comprised of multiple campuses located across Michigan. Each campus, including the Auburn Hills campus, is a separate subsidiary 501(c)(3) nonprofit organization of Baker College and has its own administrative leadership including a Campus President/Director of Academic Affairs and Director of Student Affairs. The campus also has support personnel for student support services, campus safety, and facilities. To provide consistency with policies and processes for all Baker College locations, functional user group meetings are held monthly and/or once per semester for training, education, and information purposes. Additionally, program officials and faculty are hired to facilitate quality-learning environments on the Auburn Hills campus.

To provide consistent institutional support, many student service departments are managed as a system, however, personnel maintain offices at each campus location, including the Auburn Hills campus, as well as provide services electronically. For example, Financial Aid is led by the Vice President for Financial Aid; however, Financial Aid Advisors are available at the Auburn Hills campus and virtually to provide students convenient access. Other departmental areas that are

organized similar to Financial Aid include Admissions, Career Services, Academic Advising, Information Technology Services Support, etc.

The CEO of the Baker College System also meets monthly with all campus Presidents and Vice Presidents of Centralized Services (IT, Human Resources, Financial Aid, Finance, and the Provost) to provide oversight and alignment with system strategies and initiatives.

The [governing structure](#) is comprised of an individual Board of Regents for each campus, along with a campus President and various Directors of departmental units mentioned previously. Board of Regents members are community representatives that provide fiscal and strategic oversight to the local campus. Each Board of Regents maintains fiduciary responsibility relative to budget approval, capital expenditures and community ventures for their respective campus as defined in the [bylaws](#). Regents' oversight of the campus includes analyzing campus reports, approving financial statements, adopting annual budgets and approving any acquisition or selling of property. Finally, the Campus Regents provide a voice and insight for Baker College in the community. Trustees maintain oversight of broad financial and operational concerns, ensuring the College maintains focus on the mission, operates in a manner consistent with the College's non-profit status, and continues sustainable operations.

Additionally, Baker College also has a Board of Trustees for the Baker College System, which provides fundamental oversight for the entire institution. Regents from each campus sit on the System Board of Trustees providing a holistic organizational perspective in decision-making and communication between Trustees and Regents. The Trustees ultimately maintain responsibility for the overall well-being of the College such as approving consolidated budgets, approving system capital expenditures, providing guidance to the executive leadership, and ensuring the College is fulfilling its Mission through its actions. Two Regents from the Auburn Hills campus sit on the Board of Trustees.

The College's centralized annual budgeting process, facilitated by both the Budget Director and Controller, engages multiple key stakeholders including Departmental Strategy Council Chairs across the Baker College System and campus leadership. Each January, the Controller prepares preliminary student retention, new student enrollment forecast, and revenue based on historical data and consultation with the System CEO, System COO, and campus Presidents. The campus President works with department managers to document anticipated changes from the current budget for campus expenditures, as well as any campus capital project requests.

Campus program directors work with Academic College Deans and other similar discipline program directors to identify any new equipment or resources needed to provide students leading edge educational experiences. The campus Presidents compile these anticipated changes and capital project requests for the campus and submits the budget requests to the Budget Director and Controller in March. All capital projects go through a prioritization process; the Strategy Council (comprised of the CEO, COO, Provost, and Campus Presidents) aligns the submitted projects with the strategic plan and ultimately makes a recommendation to the Presidents' Cabinet (comprised of the CEO, COO, Provost, System Vice Presidents and Campus Presidents) for the final decision to be included in campus and system budgets. Completed proposed budgets are advanced to the Finance Council and then to the Board of Trustees in May for approval. The campus Board of Regents reviews and approves the proposed budget in June.

Historically, fall enrollment is utilized by the Budget Director and Controller to develop revised budgets, which is shared with the campus Board of Regents in October for final approval for an academic year. The following table outlines new student enrollment projections for the Auburn Hills campus, along with the overall student enrollment projections for the campus:

### Projected Enrollments (New / Overall Students – Fall, Spring, Summer)

BC of Auburn Hills	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
New Student Enrollment	125	134	143	153	161	168	177
Overall Student Enrollment	577	416	447	480	511	541	573

### **Facilities and Technology**

Baker College of Auburn Hills campus facility is situated in Oakland County with 141,245 square feet of available space for classrooms, labs, offices, meeting rooms, and student activities center. The entire campus has 'WI FI' access points for all students, employees, and guests of the campus. Students also have access to 129 computers across the campus through open computer labs and in the Academic Resource Center. The campus has various classrooms for lecture and dedicated laboratory classrooms for various program disciplines. The classroom space consists of:

- 18 'lecture-type' (600 square feet -- approximate for each room)
- Physical Therapy Assistant (1,800 square feet)
- Diagnostic Medical and Cardiac Sonography (1,200 square feet)
- Nursing Simulation and Labs (3,300 square feet)
- Anatomy and Philosophy Lab (900 square feet),
- Chemistry Lab (1,200 square feet)
- Network Labs (1,800 square feet).

Student and employees of the Auburn Hills campus have general-purpose space for additional individual study or small group discussion in the Student Center, Atrium (comfortable lounge sitting), Academic Resource Room, Fireside Room, and Recreational Room. The Student Center has a micro market with a variety of snack food, and drink options available for student and employee convenience. The Auburn Hills campus onsite Barnes and Nobles bookstore makes it convenient for students to purchase their books, materials and supplies or have the option to purchase these same materials through Barnes and Nobles online service.

Faculty and administrative offices and meeting spaces are available for all full-time employees. Part-time employees (staff and faculty) have shared office and workspace with the ability to have private office space for meetings with students or colleagues.

The campus has barrier free access points to accommodate any student, employee, and/or visitor. Convenient parking is available surrounding the campus facility with 1,170 parking spots available. The campus employs campus safety officers who monitor the campus activities and are visible both in the parking lot and in the building while classes are in session. There is public transportation available for Oakland County residents through the SMART transportation service with the nearest bus stop from the campus located approximately within 1.25 miles.

For a virtual tour of the campus, visit -- <https://www.baker.edu/campuses/michigan/auburn-hills>.

**Human Resources**

Baker College has outlined required and preferred credentials for all job descriptions and postings for personnel hired at the institution. The System Human Resource Department maintains these qualifications, which are available as needed. In addition to these job descriptions, the College has identified the appropriate qualifications to deliver a quality curricular experience for the students for each program area offered at each location. As such, the [Academic Faculty Credentials Policy and Guidelines](#) outline the same standards for all faculty hired at any Baker College location regardless of geographical area or instructional modality. Campus Directors of Academic Affairs (DAA) also produce a faculty credential report each semester, which is submitted to the Provost for monitoring purposes. Sufficient staffing levels are monitored through the campus President and the academic leadership team (e.g., DAA’s, Program Directors, Deans) to ensure [class average sizes](#) align with the Baker College philosophy and sufficient support services to meet students’ needs.

A program director, Dean, and/or the Director of Academic Affairs of the Auburn Hills campus maintains supervision over the faculty at each location and ensures faculty are prepared with the standardized training, support and continued professional development opportunities. Faculty are supported with continuous professional development opportunities in the teaching and learning techniques of 21st century best practices and classroom management through a centralized Center for Teaching Excellence (CTE) Department. The CTE includes a Director and four full-time Faculty Developers, who consult with the faculty individually, as well as provide professional development. Ongoing professional development is also required for full-time and returning adjunct faculty and is provided in a variety of venues and delivery modes, including asynchronous online, synchronous online and face-to-face. This ongoing professional development allows faculty to understand our standardized curriculum and assessment processes, along with continued conversations on effective teaching and learning techniques for student engagement and student success. A standardized observation and evaluation process of classroom teaching is also administered for all faculty teaching within the Baker College System.

Staff members are also hired utilizing the standardized outlined preferred and required credentials available in the System Human Resources Department. Training for staff members includes Baker College system policies and procedures conducted by the Human Resource staff and the immediate supervisor on the Auburn Hills campus for job specific tasks and responsibilities. Baker College utilizes a standardized coaching and mentoring process and tool (StandOut), which provides continuous quality improvement communication between the supervisor and the employee. Regular check-in points are built into the process in order to assist employees in their role with the College. The following table outlines the campus employees for the Auburn Hills campus:

<b>Baker College of Auburn Hills = 137 Employees</b>			
<b>Number of Full-time Faculty</b>	<b>Number of Part-Time Faculty</b>	<b>Number of Administrators</b>	<b>Number of Staff Members</b>
<b>12</b>	<b>105</b>	<b>2</b>	<b>5 (FT);13 (PT)</b>

## **Student and Faculty Resources and Support**

Effective fall 2017, the College implemented a OneStop student services model for all Baker College locations. OneStop provides consistent and accessible academic, financial and disability services advising. Students have access to this advising both virtually and face-to-face on the Auburn Hills campus. All students are assigned an academic advisor at the beginning of their college experience. Baker College of Auburn Hills has student support resources available including, IT support, career services resources and job searches, library resources, and tutoring in the campuses Academic Resource Center (ARC). Additionally for student's ease of accessibility and convenience, these same resources are available through the virtual ARC.

Students at all campus locations have the ability to self-identify subject areas where they need tutoring support or assistance with course concepts and content. Faculty may also refer students to seek tutoring support based on academic performance through an electronic notification, Early Alert System. At the Auburn Hills campus, Academic Resource Center (ARC) personnel are available to assist students with determining individualized tutoring needs. In addition, academic advisors, faculty, program officials, and staff personnel can identify a need and refer students to appropriate services. As noted earlier, students have access to both face-to-face and virtual tutoring options. Also, found in the ARC at the Auburn Hills campus is library resource assistants who assist students with any research or content needed for particular courses or programs. Students can request information email, phone, chat or face-to-face. Library staff also develop research guides for specific courses, providing students easy access to supporting resources. The College has a robust electronic library collection, along with access to print materials needed as specified for program specific areas.

All Baker College students have access to the Career Resource Center designed to assist students with resume writing, job searches, interview tips and techniques, and introduction to Handshake (the College's electronic resources for connecting students/graduates to employers). Other student services available at Auburn Hills campus are disability service assistance and military education services. Information, forms, and processes regarding disability services are available on the College's website. Additionally, the College employs dedicated Disability Services Specialists to serve students with special needs. These advisors ensure accommodations are provided and support personnel are available. One of the DS specialists is housed at the Auburn Hills campus. A Military Education Service Center and advisor is maintained to provide dedicated services to veterans and active duty soldiers. These services are designed to meet the support services expectations as outlined by the Department of Defense. In addition to academic support, services include assistance with navigating military benefits, GI Bill applications, connecting veterans to community services, and health resources.

Non-academic support services are introduced and outlined during the admissions process for new students on how to access services both at physical locations and virtually through the College's website and the student portal. This standardized process allows for all students to be aware of financial aid and scholarship opportunities, campus safety assistance in order for students to feel safe, community resource availability for any personal or health concern, and access to OneStop, Academic, and Financial Aid advisors. All Campus Safety officers are visible and armed to ensure that all students feel a sense of safety and security while on campuses.

## **Educational Programs and Instructional Oversight**

The College's standardized approaches to curriculum, assessment, and outcomes, along with our centralized departmental structures allow the College to continue to operate with consistency and efficiency for successful outcomes of our graduates. To support continuous quality improvement

for all educational offerings, programs are required to participate in a standardized curriculum development process based on the [Understanding by Design](#) framework. Standardized student learning outcomes, assessment, and resources are developed for each course. The grading scale for each course is standardized across all Baker College locations, and thus, student academic performance is monitored to maintain a consistent academic quality experience for each student at all locations. This standardized curriculum and assessment process are led by the Director of Instructional Design, the Director of Assessment, and Provost to ensure consistency across all programs, campuses and delivery methods. This ensures that measures and techniques the institution uses for any location are equivalent to those for assessment and evaluation at the main campus or branch campuses.

The College operationalizes these components through the [Assessment Learning Communities](#) (ALC), led by the Director of Assessment. Programs maintain an annual assessment and curriculum development cycle as outlined in the ALC process. The cycle begins with the preparation of the annual assessment report each fall. Program officials, Deans, and Director of Assessment participate in the Assessment Learning Community meetings to aggregate and analyze direct measure assessment data, benchmarked licensure and certification pass rate data, advisory board input, student feedback, and employer feedback. The annual assessment report includes a Continuous Improvement Plan with suggested curricular improvements, assessment revisions, and other supplemental improvement strategies. These reports are reviewed and approved by the Deans, Provost, and President's Cabinet. The Continuous Improvement Plan is implemented, data is collected, and the impact of the improvements is evaluated and reported on in the next annual assessment report. Due to this monitoring, it ensures that measures are aligned and any deficiencies or outlying data is reviewed for continuous quality improvement opportunities.

## **Evaluation and Assessment**

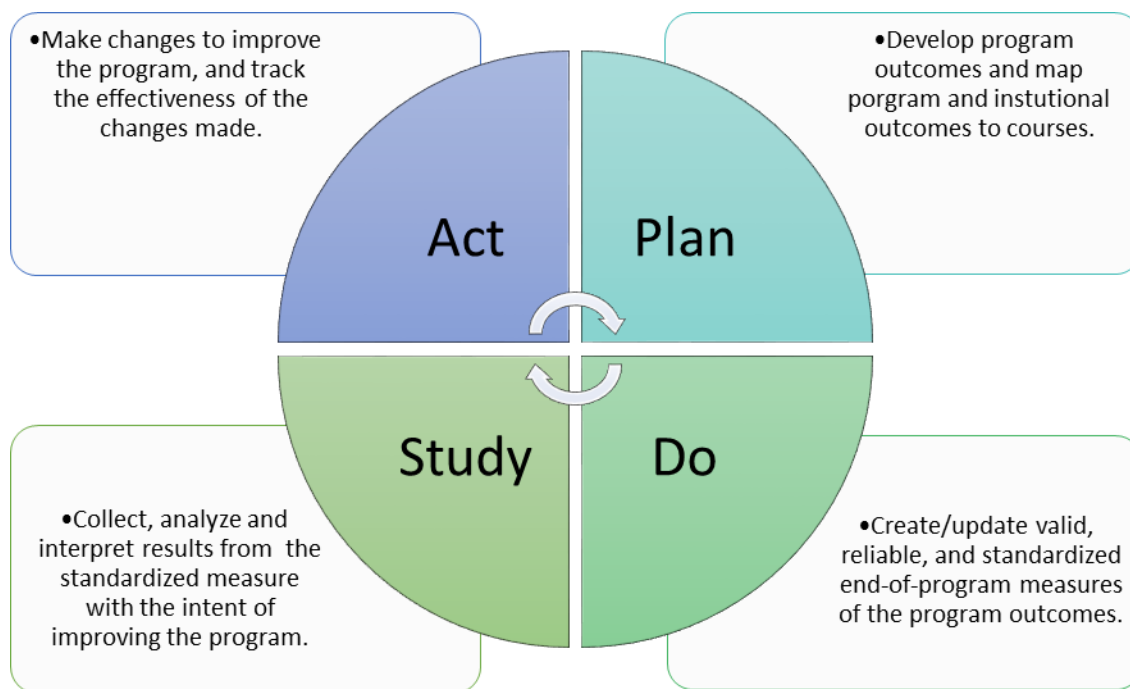
Baker College follows a systematic course development process that provides faculty with aligned, standardized curriculum and assessments that are utilized in all course sections taught at all branch campuses and instructional modalities. Additionally, the College has a well-defined assessment process that provides a framework for all programs that outlines the Assessment Achievement Levels process. This framework is used for continuous course and program review and improvement.

Authentic assessment materials are designed to evaluate student capabilities as they relate to course student learning outcomes, program outcomes, and institutional outcomes. These standardized assessment instruments become a part of the requirements of the course, and all faculty members teaching the course are required to administer the instruments. The system assessment office provides to academic leadership and faculty a schedule of courses that have this required element prior to the start of each semester. It should be noted that all standardized assessment instruments are developed with the intent to embed the assessment process within the course. In this manner, students are not asked to complete additional assignments or assessments beyond those that are a part of the normal educational process for the course and program. This embedding of standardized measures is important to ensure assessment is an integral piece of the educational process, not an addition or supplement to the course. The assessment materials are designed by content expert faculty to support classroom assessment and evaluation, present students with clear expectations and performance parameters, and provide students detailed feedback on performance as it relates to learning outcomes. Indirect measures of program quality are also collected. Student evaluation of courses and instructors are conducted each semester. This indirect assessment data is submitted to the System Assessment Director for review and inclusion in the Annual Assessment Report. Program officials are then responsible for reviewing the student learning outcomes assessment data and approving

recommended changes, along with submitting a report to the system assessment office for continuous quality improvement of the program.

Beginning with the 2015-16 academic year, the College implemented additional elements in the program review metrics known as operational Key Performance Indicators (KPI). These KPIs are intended to measure operational aspects of programs in relation to priorities that have been set by the College based on our mission and values. Baker College has identified the following as key performance indicators as part of the overall program assessment: (1) Enrollments; (2) Retention / Persistence rates; (3) Graduation rates; (4) Employment rates of graduates; (5) Related Employment rates in field of study; and (6) Faculty credentials. These KPIs provide data for analysis and evaluation on metrics beyond teaching and learning. In addition, these metrics provide the primary operational data necessary for evaluating the stability of the program as well as for planning, budgeting, high level assessment of operations, and how the program contributes to the mission and guiding principles of the institution. Finally, these metrics can be compared across programs offered at any Baker College campus by developing benchmarks, internal targets, and minimum performance standards.

The program officials on each campus are responsible for compiling the data from these three areas, developing an assessment report, discussing and analyzing the data with program faculty, and collaboratively developing a continuous improvement plan. The College utilizes the Plan-Do-Study-Act (PDSA) assessment process outlined in the following chart. The program official will be responsible for documenting the PDSA cycle in the annual assessment report and sharing the report with faculty and other stakeholders.





## **Continuous Improvement**

Campus Presidents and the System Executive Committee share the responsibility to meet operational expectations as defined by the [Institutional Strategic Plan](#), System CEO and Governing Boards. Campus specific metrics are reviewed at the end of each semester and annually. The campus identified metrics include: Student Headcount by Campus; New Student Enrollment; Retention; Graduate Rates by Program; Pass Rates of Graduates on Standardized Exams by Campus; Specialized Accreditation Standings; Average Class Size; Number of Sections on Campus Course Schedules; Operational Expenses to Projected Budget; Student Satisfaction Survey Results. These metrics are reported, analyzed, and improvement strategies and initiatives are developed both at the campus and system level for future implementation in continuous quality improvement of all Baker College locations.

Because Baker College has many centralized services that align with a more systematic strategy, the College initiated an AQIP project to address a more deliberate approach to build a framework and infrastructure to provide guidance and oversight to measure institutional effectiveness and drive continuous quality improvement initiatives. As a result of this project, the College created a Strategy Council, which is responsible for all matters pertaining to the identification, implementation, review, analysis, and oversight of the College's strategic initiatives.

Functional unit councils were created for all departmental areas including; Academic Affairs, Deans Council, Campus Safety, Diversity and Inclusion, Enrollment Management, Facilities, Finance, Human Resources, Information Technology, Institutional Effectiveness, Marketing, and Student Services, all of which were detailed in 4.2 of the College's Systems Portfolio. Councils were charged with establishing a charter, initiatives and performance metrics designed to support the [Institutional Strategic Plan](#) and allow for benchmarking. As outlined in our CQR Quality Highlights Report on pages 6 – 8, the annual continuous improvement cycle begins and concludes with the Institutional Performance Report (IPR), which includes the Key Performance Indicators, annual performance data, historical performance data, external performance comparison and progress reports on each of the initiatives identified in the Strategic Plan. Fundamentally, the IPR articulates achievement of strategic themes, goals, and initiatives detailed in the strategic plan as well as identifies performance gaps. Councils complete the IPR and present their progress to the Strategy Council on an annual basis.

With both campus and system metrics identified, reviewed and strategies / initiatives identified, the College continues to foster a culture of continuous quality improvement largely evidenced across the institution through the council's IPRs. These reports coupled with the strategic planning process tightly maps initiatives to the strategic plan. This process itself reflects over 65 employees across the Baker College System who are or have recently been involved in the development of continuous quality improvement initiatives and direct assessment of those initiatives.



2019 – 2020 MASTER PROGRAM LIST

Auburn Hills Campus

August 8, 2019

Attachment A

**COLLEGE OF BUSINESS ADMINISTRATION – Offered on the Auburn Hills Campus**

DEGREE	PROGRAM TITLE												
<b>ASSOCIATE DEGREE PROGRAMS</b>													
AB	Business Administration												
<b>BACHELOR DEGREE PROGRAMS</b>													
BBA	Accounting												
BBA	Business Administration – Accelerated												
BBA	Human Resource Management												
BBA	Management												
BBA	Marketing												

**COLLEGE OF INFORMATION TECHNOLOGY – Offered on the Auburn Hills Campus**

DEGREE	PROGRAM TITLE												
<b>BACHELOR DEGREE PROGRAMS</b>													
BS	Computer Science – Conc. in Computer Programming												
BS	Info Tech and Security – Conc. in Info Assurance and Cyber Security												
BS	Info Tech and Security – Conc. in Network Professional												
BS	Info Tech and Security – Conc. in Server Administration												

**COLLEGE OF HEALTH SCIENCE – Offered on the Auburn Hills Campus**

DEGREE	PROGRAM TITLE												
<b>ASSOCIATE DEGREE PROGRAMS – only available after students graduate from a certificate program (AAS – HST)</b>													
AAS	Health Science Technology												
<b>ASSOCIATE DEGREE PROGRAMS</b>													
AAS	Cardiac Sonography *												
AAS	Diagnostic Medical Sonography *												
AAS	Physical Therapist Assistant *												
<b>BACHELOR DEGREE PROGRAMS</b>													
BS	Healthcare Administration												

\* Limited Enrollment

**SCHOOL OF NURSING – Offered on the Auburn Hills Campus**

DEGREE	PROGRAM TITLE												
<b>BACHELOR DEGREE PROGRAMS</b>													
BS	Nursing (Pre-Licensure RN) *												

\* Limited Enrollment

**COLLEGE OF LIBERAL ARTS AND SCIENCES – Offered on the Auburn Hills Campus**

DEGREE	PROGRAM TITLE												
<b>ASSOCIATE DEGREE PROGRAMS</b>													
AAS	General Studies – General Science												
<b>BACHELOR DEGREE PROGRAMS</b>													
BGS	General Studies												

Attachment B

Auburn Hills Campus Enrollment by Major -- Fall Semester 2019

Major	Major Code	Degree	New Students	Return/Reentry Students	Total Students
Accounting	ACCA	AB	0	3	3
Accounting	ACCB	BBA	2	19	21
Automotive Services Technology	ASTA	AAS	0	1	1
Business Administration	BAPB	BBA	1	29	30
Business Administration	BUSA	AB	0	6	6
Business Administration Accelerated Program	APB	BBA	0	1	1
Cardiac Sonography	CASA	AAS	1	14	15
Computer Programming	CPGA	AAS	0	1	1
Computer Science	CMSB	BS	2	9	11
Criminal Justice	CRJA	AAS	0	3	3
Criminal Justice	CRJB	BS	0	5	5
Dental Hygiene	DHYA	AAS	2	4	6
Diagnostic Sonography	DMSA	AAS	6	24	30
Diagnostic Sonography (Abdomen/OB-GYN)	DM1A	AAS	1	0	1
Digital Media Design	DMDB	BDM	0	1	1
Digital Media Design	DMDB	BS	0	2	2
Early Childhood Education	ECEB	BS	0	5	5
Elem TP Early Childhood ZS (General/Special Edu)	ELZB	BS	0	4	4
Elementary Language Arts	ELAB	BS	0	2	2
Finance	FINB	BBA	1	3	4
Game Software Devopmt	GSDB	BS	0	2	2
General Studies	GENB	BGS	0	6	6
General Studies	GENA	AAS	0	2	2
Health Information Technology	HITA	AAS	0	3	3
Healthcare Administration	HCAB	BS	1	35	36
Human Resource Management	HRMB	BBA	0	16	16
Human Services	HUSB	BS	0	9	9
Information Systems	ISYB	BS	1	4	5
Information Technology	INTA	AAS	0	11	11
Information Technology and Security	ITOB	BS	0	4	4
Information Technology and Security	ITSB	BS	4	22	26
Information Technology and Security	ITSB	BTS	0	2	2
Interior Design	INDB	BS	0	11	11
Interior Design	INDA	AAS	0	13	13
Legal Studies	LS4	BS	0	1	1
Legal Studies	LEGB	BS	0	6	6
Logistics	LOGB	BBA	0	2	2
Management	MGTB	BBA	1	10	11
Marketing	MKTB	BBA	1	9	10
Mechanical Engineering	MEEB	BS	1	1	2
Medical Assistant	MEDC	CER	0	2	2
Medical Laboratory Technician	MLTA	AAS	0	1	1
Nursing	NURA	ADN	0	1	1
Nursing (Pre-licensure)	NR1B	BS	8	126	134
Occupational Therapy Assistant	OTAA	AAS	1	1	2
Paralegal	PARA	AB	0	6	6
Photonics and Laser Technology	PLTA	AAS	0	1	1
Physical Therapy Asst	PTAA	AAS	17	15	32
Pre-Occupational Therapy	POTB	BS	1	1	2
Psychology	PSYB	BS	1	9	10
Radiation Therapy	RDTB	BS	0	2	2
Radiologic Technology	RADA	AAS	2	9	11
Respiratory Care	RSCA	AAS	0	11	11
Secondary English	SELP	PBC	0	1	1
Secondary Teacher Preparation - English	SESB	BS	0	1	1
Secondary Teacher Preparation - English	SE1B	BS	1	1	2
Surgical Technology	SURA	AAS	0	1	1
Veterinary Technology	VTEA	AAS	2	0	2
<b>Campus Total</b>			<b>58</b>	<b>494</b>	<b>552</b>

Dec 2, 2019