Strategic Planning Committee
Tuesday: February 9th, 2016
2:30 – 4:00 in the Clocktower Conference Room

AGENDA

1. Call to order and roll call

2. Approval of meeting notes from January 26, 2016

3. Review and approval of agenda

4. Updates

5. Old business

6. New business
   6.1 Review Data packet including MCCS Student Success measures and AMR results (D)
   6.2 Examine Data: Master Planning Survey results (D)
   6.3 Review Goal alignment for YCCC Plan with the current MCCS Plan

7. Announcements

8. Public Comment

9. Adjournment

Note: In keeping the College Council’s Agenda practices, agenda items are coded as follows: A= Action Item; C= Committee Report; D= Discussion; I= Information
Strategic Planning Members (☑: indicates attendance)

☑ Nicholas Gill (Chair)
☑ Maria Niswonger
☑ Tami Gower
☑ Dana Petersen
☑ Brittany Heaward
☑ Audrey Gup-Matthews
☑ Angela Nadeau
☐ Student representative (not appointed)

Community members in attendance: None
Meeting recorder: Nicholas Gill, Notes: Angela L. Nadeau

1. Call to order and roll call
Nicholas, called meeting to order at 1:06PM

2. Approval of November 2015 minutes
Angela – motion to approve with change to spelling of Haeward to Heaward, Dana seconded, approved (unanimously)

Discussion: Change the name of meeting “minutes” to “notes”. Committee agreed unanimously. Maria abstain.

3. Review and approval of January 26, 2016 agenda
Amendment to agenda:
  - Change to agenda: Add item 6.5 – MDOL data from Angela Nadeau
  - Correction: remove duplicate item 6.2
  - Correction: remove deferred status label from “Old Business”

Tami – motion to approve agenda as amended, Maria seconded, approved
5. Old business

5.1 Appointment of note taker via Dr. Finkelstein (I)
Jason Goldstein appointed, term ends May 2016

6. New Business

6.1 Review “Directions and Actions Dean’s Inventory” results

Discussion succeeded, the committee noted:

- Incongruity between dean reports on enrollment growth target (tabled vs. priority); enrollment growth target might have changed as a result of MCCS SP change
- Concerns regarding “Directions and Actions” as current YC strategic plan goals are not ‘strategic’ in description
- Concerns regarding distance learning support and new changes with Bb recorded as “done” in the inventory.
- Current SP as practical steps vs. strategic direction; concerns about realistic goals
- Changes in YCCC Strategic Plan related to new building, campus expansion, distance education and other unknown factors
- Budget and funding in relationship to SP is unknown

Proposed Action:

- Audrey will research FEMA grant
- Continue discussion regarding campus expansion and development and impact upon SP
- Nick to ask institutional leadership for more direction/clarification regarding Sanford site and YC budget

6.2 Review articles highlighting potential student populations and demographics (I)

Discussion succeeded, the committee noted:

- Population changes in Maine: overall decrease, oldest in nation
- Possible student population outside of Maine/throughout Maine; online options
- Job creation and markets are in major cities in Maine and impacts upon York County.
- Discussed the awareness of college in York County; including website usability, access and attention
- Data needs and further analysis; more data about non-traditional student population, use of AMR study
- Many formats of study/schedule to consider given potential student population,

Proposed Action:

- No proposed action at this time

6.3 Examine Data: Master Planning Survey Results (D) – Tabled
6.4 Examine Data: Aslanian Market Research Summary (D) – Tabled
6.5 Review “Goal Alignment” concept for February 9, 2016 meeting (I) – Tabled
6.6 Review Maine Department of Labor – Labor market information 2012-2022

Discussion succeeded, the committee noted:

- Labor force in York County: Health care fastest growing, service sector growing compared to manufacturing industry.
- Changes in MCCS staff/leadership impact upon system-wide and local campus changes
- Community college stigma vs. what we have to offer for programs/academic
- Use of workforce for enrollment; partnerships with regional industry and companies to build programs of study and increase enrollment.
- Overall Maine is changing from a production climate to a service industry.
- Course cancellations and impact on program of study; sequencing concerns

Proposed Action:

- No proposed action at this time

7. Announcements

Proposed Action:

- Nick to distribute 2004 YCCC SWOT analysis to SPC members.
- Discuss AMR data and Master planning survey at the next meeting

8. Public Comment – None

9. Adjournment

- Meeting adjourned by Nicholas Gill at 2:32PM
## Connecting MCCS Strategic Goals with YCCC Strategic Goals (Directions)

<table>
<thead>
<tr>
<th>MCCS Strategic Goals 2016-2020</th>
<th>Current YCCC Strategic Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Achieve student success through improved persistence, transfer, graduation and employment performance.</td>
<td><strong>SD2:</strong> Promote student success and engagement</td>
</tr>
</tbody>
</table>
| **Goal 2:** Support economic and workforce development | **SD4:** Expand career and workforce development programs  
**SD8:** Promote community outreach |
| **Goal 3:** Invest in college classroom equipment, facilities, and programs | **SD1:** Pursue educational excellence  
**SD6:** Develop appropriate technology to support growth  
**SD7:** Develop the Wells campus physical environment to support growth |
| **Goal 4:** Maintain a high standard of accountability in all programs and services offered throughout the MCCS. | **SD5:** Ensure resource stewardship and financial stability |
| **N/A in MCCS Plan** | **SD3:** Promote enrollment growth and access |

### Questions/Comments:

1. It is imperative for the YCCC Strategic Plan to accommodate the MCCS Strategic Plan, but we can have campus-specific goals as well (i.e. new building, growth, etc...)

2. An affective Strategic Plan has 4-5 core goals and the MCCS goals seem to align well with most of our current YCCC Strategic Directions, should we adopt and wordsmith them for YCCC?

3. Are there and that stand out as not strategic and more operational (pragmatic)?
MCCS Graduation Rates *(Cohort Year)* - FT/FT Degree-Seeking

- Grad Rate @ 100%
- Grad Rate @ 150%
- Grad Rate @ 200%

MCCS Student Outcomes - 150% Level Rates *(Cohort Year)*

- Graduation Rates
- Transfer-Out Rates
- Still Enrolled Rates
# MCCS Institutional Student Success Rates: Fall 2012 Entry Cohort (ALL New Students)

**Created 2/8/2016 - NRG**

## MCCS Institutional Student Success Rates: Fall 2012 Entry Cohort (ALL New Students)

**CMCC Central Maine Community College (Auburn)**
- **Base Cohort**: 878
- **Graduated**: 233 (26.5%)
- **Still Enrolled**: 104 (11.8%)
- **Transferred**: 121 (13.8%)
- **Not Attending**: 420 (47.8%)

**EMCC Eastern Maine Community College (Bangor)**
- **Base Cohort**: 789
- **Graduated**: 195 (24.7%)
- **Still Enrolled**: 77 (9.8%)
- **Transferred**: 131 (16.6%)
- **Not Attending**: 386 (48.9%)

**KVCC Kennebec Valley Community College (Waterville)**
- **Base Cohort**: 472
- **Graduated**: 151 (32.0%)
- **Still Enrolled**: 60 (12.7%)
- **Transferred**: 55 (11.7%)
- **Not Attending**: 206 (43.6%)

**NMCC Northern Maine Community College (Presque Isle)**
- **Base Cohort**: 272
- **Graduated**: 103 (37.9%)
- **Still Enrolled**: 15 (5.5%)
- **Transferred**: 50 (18.4%)
- **Not Attending**: 104 (38.2%)

**SMCC Southern Maine Community College (So. Portland)**
- **Base Cohort**: 1860
- **Graduated**: 303 (16.3%)
- **Still Enrolled**: 249 (13.4%)
- **Transferred**: 343 (18.4%)
- **Not Attending**: 965 (51.9%)

**WCCC Washington County Community College (Calais)**
- **Base Cohort**: 152
- **Graduated**: 52 (34.2%)
- **Still Enrolled**: 6 (3.9%)
- **Transferred**: 21 (13.8%)
- **Not Attending**: 73 (48.0%)

**YCCC York County Community College (Wells)**
- **Base Cohort**: 428
- **Graduated**: 75 (17.5%)
- **Still Enrolled**: 74 (17.3%)
- **Transferred**: 64 (15.0%)
- **Not Attending**: 215 (50.2%)

**Total Maine Community College System (TOTAL)**
- **Base Cohort**: 4851
- **Graduated**: 1112 (22.9%)
- **Still Enrolled**: 585 (12.1%)
- **Transferred**: 785 (16.2%)
- **Not Attending**: 2369 (48.8%)

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**Legend**
- Transferred
- Still Enrolled
- Graduated
YCCC Program Student Success Rates: Fall 2011 Entry Cohort (ALL New Students)

Created 2/5/2016 - NRG

<table>
<thead>
<tr>
<th>Major Code</th>
<th>Program Name</th>
<th>Base Cohort</th>
<th>Graduated</th>
<th>Still Enrolled</th>
<th>Transferred</th>
<th>Not Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA</td>
<td>Accounting</td>
<td>12</td>
<td>5</td>
<td>41.7%</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ARC</td>
<td>Architectural &amp; Engineering Design</td>
<td>5</td>
<td>2</td>
<td>40.0%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BUF</td>
<td>Business Administration w/ Finance Concentration</td>
<td>10</td>
<td>4</td>
<td>40.0%</td>
<td>1</td>
<td>10.0%</td>
</tr>
<tr>
<td>BUS</td>
<td>Business Administration</td>
<td>30</td>
<td>9</td>
<td>30.0%</td>
<td>1</td>
<td>3.3%</td>
</tr>
<tr>
<td>CAR</td>
<td>Career Studies</td>
<td>9</td>
<td>3</td>
<td>33.3%</td>
<td>2</td>
<td>22.2%</td>
</tr>
<tr>
<td>CAT</td>
<td>Information Technology</td>
<td>21</td>
<td>5</td>
<td>23.8%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>CRJ</td>
<td>Criminal Justice</td>
<td>17</td>
<td>1</td>
<td>5.9%</td>
<td>1</td>
<td>5.9%</td>
</tr>
<tr>
<td>CUL</td>
<td>Culinary Arts</td>
<td>21</td>
<td>8</td>
<td>38.1%</td>
<td>1</td>
<td>4.8%</td>
</tr>
<tr>
<td>DMA</td>
<td>Digital Media</td>
<td>11</td>
<td>3</td>
<td>27.3%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DMG</td>
<td>Digital Media w/ Graphic Design Concentration</td>
<td>9</td>
<td>3</td>
<td>33.3%</td>
<td>1</td>
<td>11.1%</td>
</tr>
<tr>
<td>DMN</td>
<td>Digital Media w/ Animation Concentration</td>
<td>10</td>
<td>4</td>
<td>40.0%</td>
<td>1</td>
<td>10.0%</td>
</tr>
<tr>
<td>ECE</td>
<td>Early Childhood Education (AAS/AS)</td>
<td>43</td>
<td>9</td>
<td>20.9%</td>
<td>6</td>
<td>14.0%</td>
</tr>
<tr>
<td>FSS</td>
<td>Food Service Specialist Certificate</td>
<td>1</td>
<td>1</td>
<td>100.0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>GSA</td>
<td>Liberal Studies</td>
<td>162</td>
<td>28</td>
<td>17.3%</td>
<td>11</td>
<td>6.8%</td>
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<tr>
<td>GSN</td>
<td>Liberal Studies (Nursing Prereqs)</td>
<td>49</td>
<td>4</td>
<td>8.2%</td>
<td>1</td>
<td>2.0%</td>
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<tr>
<td>HLS</td>
<td>Health Studies</td>
<td>11</td>
<td>2</td>
<td>18.2%</td>
<td>3</td>
<td>27.3%</td>
</tr>
<tr>
<td>MDA</td>
<td>Medical Assisting</td>
<td>23</td>
<td>9</td>
<td>39.1%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>SPE</td>
<td>Non-Matriculated</td>
<td>96</td>
<td>5</td>
<td>5.2%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TTO/P</td>
<td>Trade &amp; Technical Occupations w/PNSY</td>
<td>3</td>
<td>1</td>
<td>33.3%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>GRAND TOTAL</td>
<td>544</td>
<td>106</td>
<td>19.5%</td>
<td>29</td>
<td>5.3%</td>
</tr>
</tbody>
</table>
Preferred Classroom Meeting Times

Actual = Fall 2015 YCCC On-Campus Course Offerings

January 28, 2014
Preferred Classroom Meeting Times

- 1 week: 1%
- 2 weeks: 1%
- 3 weeks: 1%
- 4 weeks: 8%
- 5 weeks: 6%
- 6 weeks: 8%
- 7 weeks: 0%
- 8 weeks: 20%
- 9 weeks: 1%
- 10 weeks: 16%
- 11 weeks: 1%
- 12 weeks: 12%
- 13 weeks: 3%
- 14 weeks: 2%
- 15 weeks or more: 18%
Preferred Program Format

Preferred (AMR)
- Online: 31%
- Classroom: 29%
- Hybrid: 40%

Actual (YCCC Fa15)
- Online: 20%
- Classroom: 75%
- Hybrid: 5%
## Employment Status

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Maine</th>
<th>New Hampshire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full time</td>
<td>56%</td>
<td>55%</td>
<td>57%</td>
</tr>
<tr>
<td>Employed part time</td>
<td>20%</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>Not employed, but seeking</td>
<td>10%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not employed and not seeking</td>
<td>9%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retired</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Program Headcount Trending: Fall 2014 - Fall 2015
## Fall Program Enrollment Tracking 2013-2015

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fall 2013</th>
<th></th>
<th>Fall 2014</th>
<th></th>
<th>Fall 2015</th>
<th></th>
<th>Change 2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Headcount</td>
<td>Credits</td>
<td>Headcount</td>
<td>Credits</td>
<td>Headcount</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>Account (ACA)</td>
<td>49</td>
<td>489.0</td>
<td>49</td>
<td>414.0</td>
<td>54</td>
<td>465.0</td>
<td>10.2% 12.3%</td>
</tr>
<tr>
<td>Architectural Drafting and Design (ARC)</td>
<td>30</td>
<td>283.0</td>
<td>32</td>
<td>302.0</td>
<td>43</td>
<td>383.0</td>
<td>34.4% 26.8%</td>
</tr>
<tr>
<td>Architectural Drafting Certificate (ADC)</td>
<td>4</td>
<td>9.0</td>
<td>3</td>
<td>18.0</td>
<td>1</td>
<td>9.0</td>
<td>-66.7% -50.0%</td>
</tr>
<tr>
<td>Behavioral Health Science (BHS)</td>
<td>65</td>
<td>632.0</td>
<td>102</td>
<td>972.0</td>
<td>145</td>
<td>1295.0</td>
<td>42.2% 33.2%</td>
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<td>Business Administration (BUS)</td>
<td>105</td>
<td>945.0</td>
<td>93</td>
<td>844.0</td>
<td>101</td>
<td>898.0</td>
<td>8.6% 6.4%</td>
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<tr>
<td>BA with/ Finance Concentration (BUF)</td>
<td>29</td>
<td>267.0</td>
<td>26</td>
<td>228.0</td>
<td>30</td>
<td>270.0</td>
<td>15.4% 18.4%</td>
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<tr>
<td>Career Studies (CAR)</td>
<td>23</td>
<td>151.0</td>
<td>19</td>
<td>99.0</td>
<td>13</td>
<td>63.0</td>
<td>-31.6% -36.4%</td>
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<tr>
<td>Computer Technology (CAT)</td>
<td>75</td>
<td>768.0</td>
<td>82</td>
<td>826.0</td>
<td>67</td>
<td>615.0</td>
<td>-18.3% -25.5%</td>
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<tr>
<td>Help Desk Certificate (HDC)</td>
<td>N/A</td>
<td>N/A</td>
<td>5</td>
<td>30.0</td>
<td>2</td>
<td>12.0</td>
<td>-60.0% -60.0%</td>
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<tr>
<td>Information Security Advanced Certificate (SEC)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
<td>6.0</td>
<td>N/A N/A</td>
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<tr>
<td>Web Development Certificate (WDC)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>5</td>
<td>30.0</td>
<td>N/A N/A</td>
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<tr>
<td>Computer Science (COS)</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>11</td>
<td>125.0</td>
<td>N/A N/A</td>
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<td>Criminal Justice (CRI)</td>
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<td>611.0</td>
<td>75</td>
<td>735.0</td>
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<td>504.0</td>
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<td>Culinary Arts (CUL)</td>
<td>49</td>
<td>510.0</td>
<td>48</td>
<td>445.0</td>
<td>40</td>
<td>358.0</td>
<td>-16.7% -19.6%</td>
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<tr>
<td>Baking &amp; Pastry Certificate (BAP)</td>
<td>9</td>
<td>65.0</td>
<td>11</td>
<td>98.0</td>
<td>9</td>
<td>84.0</td>
<td>-18.2% -14.3%</td>
</tr>
<tr>
<td>Food Services Specialist (FSS)</td>
<td>5</td>
<td>49.0</td>
<td>2</td>
<td>14.0</td>
<td>3</td>
<td>13.0</td>
<td>50.0% -7.1%</td>
</tr>
<tr>
<td>Digital Media (DMA)</td>
<td>18</td>
<td>199.0</td>
<td>21</td>
<td>217.0</td>
<td>10</td>
<td>81.0</td>
<td>-52.4% -62.7%</td>
</tr>
<tr>
<td>Digital Media - Animation (DMN)</td>
<td>24</td>
<td>220.0</td>
<td>23</td>
<td>228.0</td>
<td>24</td>
<td>246.0</td>
<td>4.3% 7.9%</td>
</tr>
<tr>
<td>Digital Media - Graphic Design (DMG)</td>
<td>44</td>
<td>440.0</td>
<td>39</td>
<td>371.0</td>
<td>30</td>
<td>273.0</td>
<td>-23.1% -26.4%</td>
</tr>
<tr>
<td>Early Childhood Education (ECE/S)</td>
<td>54</td>
<td>461.0</td>
<td>40</td>
<td>262.0</td>
<td>38</td>
<td>262.0</td>
<td>-5.0% 0.0%</td>
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<tr>
<td>Education (EDU)</td>
<td>35</td>
<td>343.0</td>
<td>41</td>
<td>373.0</td>
<td>43</td>
<td>414.0</td>
<td>4.9% 11.0%</td>
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<tr>
<td>Health Information Management (HIM)</td>
<td>36</td>
<td>332.0</td>
<td>34</td>
<td>246.0</td>
<td>38</td>
<td>259.0</td>
<td>11.8% 5.3%</td>
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<tr>
<td>Health Studies (HLS)</td>
<td>55</td>
<td>493.0</td>
<td>50</td>
<td>442.0</td>
<td>61</td>
<td>569.0</td>
<td>22.0% 28.7%</td>
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<tr>
<td>Liberal Studies (GSA)</td>
<td>304</td>
<td>2962.0</td>
<td>291</td>
<td>2701.0</td>
<td>241</td>
<td>2214.0</td>
<td>-17.2% -18.0%</td>
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<tr>
<td>Liberal Studies - Funeral Services (GSF)</td>
<td>7</td>
<td>54.0</td>
<td>2</td>
<td>15.0</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A N/A</td>
</tr>
<tr>
<td>Liberal Studies - Nursing (GSN)</td>
<td>92</td>
<td>697.0</td>
<td>87</td>
<td>566.0</td>
<td>99</td>
<td>764.0</td>
<td>13.8% 35.0%</td>
</tr>
<tr>
<td>Liberal Studies - Veterinary Science (GSV)</td>
<td>44</td>
<td>379.0</td>
<td>60</td>
<td>565.0</td>
<td>59</td>
<td>568.0</td>
<td>-1.7% 0.5%</td>
</tr>
<tr>
<td>Medical Assisting (MDA)</td>
<td>65</td>
<td>589.0</td>
<td>76</td>
<td>609.0</td>
<td>54</td>
<td>451.0</td>
<td>-28.9% -25.9%</td>
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<tr>
<td>Mechanical Drafting &amp; Design Certificate (MDD)</td>
<td>N/A</td>
<td>N/A</td>
<td>8</td>
<td>61.0</td>
<td>4</td>
<td>34.0</td>
<td>-50.0% -44.3%</td>
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<tr>
<td>Networked Systems Technology (NET)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
<td>0.0</td>
<td>N/A N/A</td>
</tr>
<tr>
<td>Precision Machining Technology (PMT)</td>
<td>15</td>
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<td>29</td>
<td>353.0</td>
<td>29</td>
<td>317.0</td>
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<td>164.0</td>
<td>15</td>
<td>103.0</td>
<td>14</td>
<td>116.0</td>
<td>-6.7% 12.6%</td>
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<tr>
<td>Trade &amp; Technical Occupations (TTO)</td>
<td>4</td>
<td>21.0</td>
<td>21</td>
<td>105.0</td>
<td>20</td>
<td>111.0</td>
<td>-4.8% 5.7%</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A N/A</td>
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<tr>
<td>Veterinary Technology (VET)</td>
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<td><strong>TOTAL MATRICULATED</strong></td>
<td>1311</td>
<td>12306.0</td>
<td>1400</td>
<td>12367.0</td>
<td>1362</td>
<td>12024.0</td>
<td>-2.7% -2.8%</td>
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</tbody>
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## Age Distribution of YCCC Annual Completers

**Compiled 8/11/2015 by N.Gill**

<table>
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<td>&lt;18</td>
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<td>18-24</td>
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<td>33.5%</td>
<td>72</td>
<td>34.6%</td>
<td>59</td>
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<tr>
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<td>10</td>
<td>5.6%</td>
<td>18</td>
<td>8.7%</td>
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<td>1</td>
<td>0.5%</td>
<td>1</td>
<td>0.4%</td>
<td>0</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>179</strong></td>
<td><strong>208</strong></td>
<td><strong>236</strong></td>
<td><strong>229</strong></td>
<td><strong>236</strong></td>
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### Pie Charts

- **2010-2011**
- **2011-2012**
- **2012-2013**
- **2013-2014**
- **2014-2015**